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Abstracts of Research and Related Materials in Vocational and Technical Education, Winter 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

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Descriptors-*Annotated Bibliographies, Clearinghouses, *Educational Research, Indexes (Locaters), Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 008 157). (HC)

ED027437

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

WINTER 1968

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT008099

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;

6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESEARCH INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

Abstracts of
Research and Related
Materials
in
Vocational and Technical Education

WINTER 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road, Columbus, Ohio 43210

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PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

In addition to the quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and sythesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $21.00 a year; foreign $5.25 additional. Single copy: Domestic, $1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INTRODUCTION

Organization of
ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Personal and Institutional Author Index

Document Number Index

Conversion of Document Number Index (VT to ED or MP, ED or MP to VT)

Vocational and Supporting Services Index

Subject and Identifier Index

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the five issues for the period Fall 1967 - Fall 1968 and the AIM-ARM Annual Index, 1967-68 are available only on microfiche or facsimile copy. These may be ordered from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014, using the following information.

ED 013 336	Fall 1967 ARM	MF - $1.00	or	HC - $8.44
ED 015 335	Winter 1967 ARM	MF - $ .75	or	HC - $[illegible]28
ED 016 875	Spring 1968 ARM	MF - $ .75	or	HC - $7.28
ED 019 525	Summer 1968 ARM	MF - $1.25	or	HC -$11.32
ED 022 970	Fall 1968 ARM	MF - $1.25	or	HC -$11.28
ED 022 064	AIM-ARM Annual Index, 1967-68	MF - $ .50	or	HC - $5.04

Please add a special handling charge of 50 cents to any order which totals less than $3. Payment must accompany orders totaling less than $5.

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

Publications Center Clerk
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

Availability of Materials Reported in ARM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. If a document is not available from EDRS, the source of availability is in the resume. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas.

Documents which are a part of the VT-ERIC collection and are not announced in Research in Education are included in ARM and AIM. A VT number only is supplied on the resume. Documents which can be microfiched are grouped in VT number sequence as a microfiche set for each issue of ARM and AIM. Each set is announced in RIE under a single (ED) Number The Fall 1967 - Summer 1968 Microfiche Collections contain local clearinghouse VT documents and ED documents. Beginning with Fall 1968, the microfiche set contains only clearinghouse documents. These sets may be ordered from EDRS. Information to be used in ordering the sets for ARM follows:

ARM Microfiche Collections

ARM	ED Number	Microfiche
Fall 1967	ED 013 338	$25.00
Winter 1967	ED 015 348	$26.25
Spring 1968	ED 016 876	$38.00
Summer 1968	ED 019 526	$72.75
Fall 1968	ED 022 065	$ 5.75

It should be noted that organizations which have standing orders with EDRS for all VT-ERIC microfiche in RIE, or for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections.

Availability Key for Materials Reported in ARM

Accession Number	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract if scheduled to appears follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the abstract.	

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. To save time, request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

The prices for microfiche changed January 1, 1968. The price for Standing Orders (all ERIC Documents) was reduced to 8.4¢ per fiche and was increased to 25¢ per fiche for individual titles.

To compute the cost of individual microfiche announced prior to January 1, 1968 use the following table:

IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE	IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE
$.09	$ .25	$.54	$1.50
.18	.50	.63	1.75
.27	.75	.72	2.00
.36	1.00	.81	2.25
.45	1.25	.90	2.50

Microfiche cost of documents announced in this issue are based on the new price schedule.

Payment must accompany orders totaling less than $5. Add a special handling charge of 50 cents to any order which totals less than $3. The ERIC Document Reproduction Service is registered to collect sales taxes and orders from States which have sales tax laws must include payment of the appropriate tax or include tax exemption certificates.

Foreign orders: A 25-percent service charge, calculated to the nearest cent, must accompany orders from outside the United States, its territories, and possessions. This service charge is applicable to orders for microfiche (MF) and hard copy (HC).

Scope of the Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, manpower economics, philosophy and objectives, research design and development, student personnel services, students (characteristics), teachers, and teacher education, teaching and learning methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Center.

Abbreviations

AIM	Abstracts of Instructional Materials in Vocational and Technical Education
ARM	Abstracts of Research and Related Materials in Vocational and Technical Education
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	Research in Education
VT	Vocational-Technical

SAMPLE RESUME

Accession Number--an identification number sequentially assigned to reports as they are processed.

Author(s)--the individual(s) who prepared the report.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

Report Number

If item cited appeared originally in a journal, a journal citation would appear here.

Publication Date

Total number of printed pages in the report, including cover and appendices.

Identifier--acronyms, geographical areas, conferences, organizations, tests (e.g. Binet), etc. Only the major identifiers preceded by an asterisk are printed in the index.

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

VT 004 376 ED 020 326

Asbell, Bernard

New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.

OEC-1-6-004-32-0432

OE-80047

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80047, $.30).

Pub Date - 67 61p.

*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); *EDUCATIONAL CHANGE; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION

SAN FRANCISCO; CALIFORNIA; *RICHMOND PRETECHNICAL PROGRAM; OHIO; GEORGIA; PHEONIX; ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the gap between development and adaptation of educational practice, visibility has been given to communities which have introduced new curriculums, teaching methods, and institutional patterns. Five locally initiated programs which have attempted to provide a flexibility of the educational system...and education leaders at state and local levels. Quincy, Massachusetts, is an example of a city in which vocational education has shifted from training for a single skill to preparing individuals for a cluster of occupational skills. (JM)

If ED is followed by numbers, item has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Title of report.

Institutional Source--the organization responsible for the report.

Sponsoring Agency--would appear here if different than Institutional Source.

Grant Number and Program Area Number would also appear on this line.

Commercial, institutional, and other sources of availability if known at time of printing. Cost is included.

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Abstractor's Initials.

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability at the end of the abstract.	

ERRATA

1. VT 001 392 and VT 001 393 were shown on page 35 and 36 of Fall 1968 ARM without ED numbers or references to an RIE issue. They will appear in the April issue of RIE and will be assigned ED numbers at that time.

2. VT 001 399, VT 001 486, and VT 002 552 were reported in Fall 1968 ARM as appearing in the September 1968 issue of RIE. They appeared in the January issue of RIE with ED numbers as follows:

VT 001 399	ED 021 957
VT 001 486	ED 021 959
VT 002 552	ED 021 968

3. VT 000 973, page 133 of Fall 1968 ARM, and VT 004 309, page 141 of Fall 1968 ARM, were reported as separate volumes since one of the documents was labeled as a second revision. Closer inspection reveals the only major difference to be that VT 000 973 includes a four-page summary of the document.

TABLE OF CONTENTS

Page

PREFACE iii

INTRODUCTION v

ABSTRACTS 267

Administration and Supervision Section 267

Curriculum Section 299

Employment and Occupations Section 305

Evaluation and Measurements Section 325

Facilities and Equipment Section 335

Individuals with Special Needs Section 341

Instructional Materials and Devices Section 349

Philosophy and Objectives Section 353

Research Design and Research Development Section 357

Students and Student Personnel Services Section 365

Teachers and Teacher Education Section 373

Teaching and Learning Section 385

Other Resources Section 391

INDEXES 395

Personal and Institutional Author Index 396

Document Number Index 414

Conversion of Document Number Index 422

Vocational and Supporting Services Index 426

Subject and Identifier Index. 433

ADMINISTRATION AND SUPERVISION SECTION

VT 000 109
Vocational Home Economics Manual of Operations for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar65 23p.

*OCCUPATIONAL HOME ECONOMICS; *ADULT VOCATIONAL EDUCATION; *PROGRAM GUIDES; OCCUPATIONAL INFORMATION; PROGRAM DEVELOPMENT

This manual was developed to explain and interpret the purposes and programs of adult vocational education oriented toward training in occupations utilizing home economics knowledge and skills. Preparation for employment is a specialized type of program and needs to be sufficiently inclusive and intensive to insure adequate preparation for wage-earning. Subject matter areas in home economics that will contribute to wage earning skills are: (1) child development, (2) clothing and textiles, (3) foods and nutrition, (4) home and institutional management, and (5) home furnishings and equipment. This manual discusses: (1) criteria and procedures for training and retraining programs, (2) reimbursement, (3) qualifications of instructors and of students, (4) curriculum, (5) suggested hours of training, class size, and teaching aids. Descriptions are given for training or retraining programs in the occupations of: (1) child care aide, (2) clothing service worker, (3) drapery, slipcover, and/or upholstery worker, (4) food service worker, (5) homemaker's assistant, (6) visiting homemaker, (7) management aide, (8) hotel and motel housekeeping aide, and (9) nursing and rest home aide. (MS)

VT 000 206
Ellis, Jewell Deene
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.

Ohio State Univ., Columbus. The Center for Research and Leadership Development in Vocational-Technical Educ.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 5p. Speech given before the Seminar for Home Economics Leaders, Ohio State University, March 1966.

*SPEECHES; TEACHER ADMINISTRATOR RELATIONSHIP; *OCCUPATIONAL HOME ECONOMICS; SECONDARY SCHOOLS; ADULT VOCATIONAL EDUCATION; *PUBLIC RELATIONS
*SEMINAR FOR HOME ECONOMICS LEADERS

To be successful, occupational preparation programs must be interpreted to the many persons, agencies and groups that may be involved. Attention is focused on the need for planning ways to interpret occupational training programs, persons for whom interpretation is important, and ways by which interpretation may be carried out over a period of time. Most communities have at least one common factor. There are many new programs available that affect education and employment, and occupational training in home economics is only one of these. Effective methods of interpretation must be used if these programs are to succeed. The key people to include in interpretation efforts are the homemaking teacher, administrators, school boards, guidance counselors, high school students, adult workers, and public and private agencies. Methods suggested are group discussions, oral presentation, personal contacts, counseling, and leaflet distribution. Reinterpretation will be necessary from time to time. For the teachers, this may be best done at inservice meetings on a district or state level. Teacher education groups can do much to make interpretation a continuing process. (MS)

VT 000 207
Gaylor, Barbara
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 4p.; Speech given before the Seminar for Home Economics Leaders, Ohio State University, March 1966.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM PLANNING; *SPEECHES; *GUIDELINES
*SEMINAR FOR HOME ECONOMICS LEADERS

Some of the guidelines that need to be considered in determining appropriate programs for occupational home economics are: (1) Consider some trends in education and what is happening to families and society, together with the changes needed in home economics curriculum, (2) Determine needs of the people in an area for vocational training, (3) Make a survey to determine jobs available and the expectation of persons to be employed in these jobs, (4) Set up an advisory committee to help determine curriculum and equipment needs for the school, (5) Develop a job analysis, identifying the functions of the program and define the responsibilities of the job, (6) Identify teachers who have occupational competence and who can meet the professional requirements for certification, (7) Use available resources pertinent to the specific occupations being taught, (8) Arrange for actual work experience programs with business, industry, or institutions outside the school, (9) Establish criteria for determining competencies a student will have when ready fo employment, (10) Develop a plan for followup of students to determine the effectiveness of the program, and (11) Plan for a sound public relations program. The role of high schools, area vocational schools, community-junior colleges, and university programs must be considered in implementing programs for gainful employment. Most jobs will be in the home and community-related occupations, of which the latter have more status. In determining appropriate programs and job areas for courses, an effort should be made to meet the needs of youth and adults with different abilities in education, background, and experience. (MS)

VT 000 346
Guidelines for Pilot Programs in Agricultural Education.

Ohio State Univ., Columbus. The National Center for Advanced Study and Research in Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 15p.; Reprint from Proceedings of Research Coordination Conference on Agricultural Occupations (2nd, Columbus, Ohio, January 13-15, 1964).

*PILOT PROJECTS; *GUIDELINES; CONFERENCES; EDUCATIONAL CHANGE; INFORMATION DISSEMINATION; EVALUATION METHODS; *AGRICULTURAL EDUCATION; PROGRAM PLANNING
*RESEARCH COORDINATION CONFERENCE ON AGRICULTURAL OCCUPATIONS

A report of committee work at the second Research Coordination Conference on Agricultural Occupations presents a suggested four-step process in developing pilot programs to provide a systematic basis through which program improvements may be brought about in agricultural education. A pilot program is a planned activity for testing a new idea in a realistic situation. The steps are identifying new ideas and concepts, designing ideas into workable programs, evaluating through field testing, and disseminating ideas which have proven successful. Guiding principles and guidelines for each are provided. (JM)

VT 000 527
Manual for Young and Adult Farmer Programs.

Colorado State Univ., Fort Collins. Dept. of Vocational Education
Colorado State Board for Vocational Education, Denver
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan63 52p.

*YOUNG FARMER EDUCATION; *ADULT FARMER EDUCATION; *PROGRAM GUIDES; EDUCATIONAL OBJECTIVES; EDUCATIONAL FINANCE; PROGRAM DEVELOPMENT; PUBLIC RELATIONS; *PROGRAM PLANNING; SUPERVISED FARM PRACTICE; ADVISORY COMMITTEES
*YOUNG FARMER ASSOCIATION

This revised guide provides information on the organization and conduct of young farmer or adult farmer programs. Units are developed in outline form and include: (1) Recognizing Needs for a Young and Adult Farmer Program, (2) Objectives of the Program, (3) Organizing the Program, (4) Financing the Program, (5) Publicity and Public Relations, (6) Procedures for Program Development, (7) Methods of Conducting an Adult Program, (8) Records and Reports, Supervised Farming, (9) Young Farmer Association, and (10) Advisory Council. Forms are included for a need survey, training program survey, program schedule, and data analysis. (JM)

VT 000 553
Dean, Ernest H.
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.

Utah Technical College, Provo
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 68p.

*TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; *PROGRAM IMPROVEMENT; TECHNICAL INSTITUTES; *STATE PROGRAMS; *POST SECONDARY EDUCATION; EDUCATIONAL NEEDS; OCCUPATIONS; JUNIOR COLLEGES; STATE LEGISLATION; NATIONAL SURVEYS; STATE SURVEYS; ADMINISTRATOR ATTITUDES; DROPOUTS
UTAH

A questionnaire was sent to 16 randomly selected high school principals, five district superintendents, and 12 executive secretaries or administrative officers of statewide associations associated with at least one of the trade-technical programs. Information collected from each of the 50 states by questionnaires to state superintendents, state supervisors of vocational education, and legislative council directors was also utilized to compile a report on vocational and technical education for the junior college sub-committee of the Legislative Council. Some conclusions were: (1) Most high school principals favor having the State Board of Education as the administrative board over the two trade-technical institutes, (2) School superintendents favor the State Board of Education as the administrative board, and (3) No one post-high school institution has general acceptance by the fifty states. One of the 27 recommendations made to the legislature and the governor was that the State Board for Vocational Education should clarify, by Attorney General's opinion, their right to accredit trade-technical schools to grant associate degrees. Some of the 23 recommendations made to the State Board of Vocational Education are that: (1) the curriculum of the two trade-technical schools be enlarged to include a substantial curriculum in the semi-skilled and service occupational training program, and (2) the State Board of Vocational Education relate the total program of vocational education to the needs of the states. (EM)

VT 000 568
Clark, Raymond M.
Training for Off-Farm Agricultural Occupations, Report of an Experimental Program in Vocational Education 1962-63.

Michigan State Univ., East Lansing. College of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May63 32p.

*EXPERIMENTAL PROGRAMS; OFF FARM AGRICULTURAL OCCUPATIONS; VOCATIONAL AGRICULTURE; DISTRIBUTIVE EDUCATION; OFFICE OCCUPATIONS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; *COOPERATIVE EDUCATION; *PROGRAM PLANNING; HIGH SCHOOLS
ELKTON; PIGEON; BAYPORT; MICHIGAN

The objective of the project was to develop the most effective vocational education training at the high school level for selected non-farm occupations involving agricultural, distributive, office, and trade and industrial education. Procedures were outlined in the initial proposal for school selection and program initiation. The program was conducted in the Elkton-Pigeon-Bayport school system where 18 students enrolled. Formal agreements, meeting minutes, policies, and survey schedules are included in this study of planning and the first year of operation. Problems existed in the placement of students in cooperative work experiences and the selection of work stations. The report of observations cites evidence of need for (1) this type of program, (2) inservice and preservice teacher education programs, (3) instructional materials, and (4) adequate teacher time. (JM)

VT 000 580
Brock, Don, And Others
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture. Workshop (New Mexico State University, July 20-31, 1964).

New Mexico State Univ., University Park
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 9p.

*VOCATIONAL AGRICULTURE; *SUPERVISED FARM PRACTICE; *COOPERATIVE EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS; GUIDELINES; PUBLIC RELATIONS; PROGRAM ADMINISTRATION; *PROGRAM GUIDES; PROGRAM COORDINATION; OCCUPATIONAL GUIDANCE

A committee of vocational agriculture teachers drafted guidelines for use in conducting career-centered, occupational experience programs on farms or in farm-related agricultural occupations. Guidelines are included for selecting and placing students, selecting training stations, and supervising and coordinating the program. Detailed suggestions are included for school and employment correlation, occupational guidance and class scheduling, personal problem handling, employment adjustment, extra-curricular activities, followup of graduates, publicity, administration, and course content. (JM)

VT 000 588
Will We Be Prepared, A Plan for Vocational, Industrial, and Technical Education, Niagara, Orleans, Genesee Counties.

Tri-County Vocational, Industrial, Technical Survey, Medina, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep64 61p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS; PARENT ATTITUDES; EMPLOYEE ATTITUDES; STUDENT OPINIONS; EMPLOYER ATTITUDES; SCHOOL SURVEYS; *FEASIBILITY STUDIES; PROGRAM ATTITUDES; *EDUCATIONAL PLANNING; *AREA VOCATIONAL SCHOOLS
NIAGARA COUNTY; ORLEANS COUNTY; GENESEE COUNTY; NEW YORK

A 3-county survey was conducted: (1) to determine the needs, organization, and types of programs to be developed, and (2) to identify the characteristics, scope, and type of existing vocational and technical programs. The enrollment in 25 high schools ranged from 219 to 2,193 with 1964-65 total enrollment at 19,668. Projected 1970 enrollment is 21,654. The dropout rate was estimated at 22 percent for the high school period. Responses from 4,148 parents indicated: (1) 73 percent were satisfied with students' course choices, (2) 95 percent favored expanding or improving vocational programs in high schools, (3) 87 percent favored expansion and improvement for adult vocational programs, and (4) 44 percent expressed a personal interest in adult courses. Information from 4,927 ninth graders indicated 96 percent intended to complete high school, 40 percent intended to attend post-secondary schools, and 75 percent were interested in high school vocational courses. Employment service offices reported 15,140 registrants and 4,353 placements in 1963. Responses from 389 employers showed 45 percent had no difficulty filling openings, 48 percent required high school diplomas, 68 percent required specialized training while in high school, and 25 percent would participate in work experience programs. Responses from 498 young employees indicated that 80 percent were interested in vocational education if it were available. Recommendations were: (1) Sub-committees of the Policy Commission shall determine courses for three tentative area vocational centers, and (2) A director of vocational education shall be appointed to assist the Policy Committee and Boards of Education. (EM)

VT 000 595
Mapping Your Occupational Training in the State of Washington, An Occupational Training Directory for Counselors.

Washington Office of State Superintendent of Public Instruction, Olympia
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 148p.

*COMMUNITY COLLEGES; TECHNICAL EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; *DISTRIBUTIVE EDUCATION; EDUCATIONAL PROGRAMS; EDUCATIONAL OPPORTUNITIES; OCCUPATIONAL INFORMATION; OCCUPATIONAL GUIDANCE; *TECHNICAL INSTITUTES; *DIRECTORIES
WASHINGTON

The purpose of this directory is to furnish the student and the school counselor with information about post-high school technical trade, industrial education training, and distributive occupations programs. Section I gives the historical development, instructional programs, student services, faculty and student enrollment, and fees for Bellingham Technical School, Big Bend Community College, Centralia College, Clark College, Clover Park Vocational-Technical School, Columbia Basin College, Everett Junior College, Grays Harbor College, Highline College, Lower Columbia College, Olympia Vocational-Technical Institute, Olympia College, Peninsula College, Renton Vocational School, Seattle Public Schools, Skagit Valley College, Spokane Technical and Vocational School, Tacoma Vocational-Technical Institute, Wenatchee Valley College, and Yakima Valley College. The course description, job description, employment outlook, and the location of courses are given for 31 programs. There are mid-management centers in 12 of the schools listed above. Information is given for employment, employment opportunities, and training programs in distributive occupations also. (EM)

VT 000 664
Bottoms, James E.
Development of a Master Plan for Vocational Education in the State of Georgia.

Georgia State Dept. of Education, Atlanta
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar67 32p.

*VOCATIONAL EDUCATION; *PROGRAM PLANNING; *HIGH SCHOOLS; *POST SECONDARY EDUCATION; *PROGRAM EVALUATION; TECHNICAL EDUCATION; ADVISORY COMMITTEES; EDUCATIONAL PLANNING
GEORGIA

A plan for meeting Georgia's occupational training needs is set forth in this proposal. Project objectives are to determine the current status of vocational-technical education, outline a program to fulfill the goals of vocational education, and develop specific plans and a time table for implementation of those plans. Sub-committees working under a 15-man advisory committee will concentrate on specific areas to evaluate, plan, and schedule. Appendix 1 contains the composition of the component groups involved in the study. They are the advisory committee, sub-advisory committee, professional staff, and vocational education staff. Charts of the organization and time table for each phase are included. (DM)

VT 000 677
Organization and Administration for Industrial Arts Education.

Ohio State Dept. of Education, Columbus
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 59 73p.

*INDUSTRIAL ARTS; *PROGRAM GUIDES; HIGH SCHOOLS

Information about the organization and administration of industrial arts departments is provided for teachers, supervisors, and administrators. Topics are: (1) organization and administration, (2) departmental organization, (3) departmental administration, (4) responsibilities and duties of the teacher, (5) classroom administration, (6) pupil personnel organization, (7) mechanical devices used in pupil personnel organization, (8) shop records, (9) supplies and equipment, and (10) safety and safety inspection. The appendix contains a sample form for: (1) acquainting parents with the program, (2) a shop personnel organization chart, (3) a supply order, (4) a project record, (5) a progress chart, (6) a procedure sheet, (7) an inventory form, (8) a material payment record, (9) a tool lending form, (10) requisitions, (11) a student fee card, (12) an operator's permit, (13) a student's cumulative record, (14) an Ohio school shop inspection form, (15) a standard student accident report form, and (16) an accident report form. (EM)

VT 000 794
Brunner, Ken August
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.

Missouri Commission on Higher Education, Jefferson City
Kansas City Assn. of Trust and Foundations, Mo.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug65 132p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CURRICULUM; *STUDENT ENROLLMENT; COLLEGE GRADUATES; *JUNIOR COLLEGES; *COLLEGES; SUBPROFFESIONALS; ASSOCIATE DEGREES; PART TIME STUDENTS; SCHOOL SURVEYS; PRIVATE SCHOOLS; PUBLIC SCHOOLS; COMPARATIVE ANALYSIS; SCHOOL SURVEYS
MISSOURI

Organized occupational education includes primarily post-secondary curriculums preparing graduates for immediate employment as technicians. Information about its recent background, present status and suggested future development is presented. Most of the data were obtained from seven U.S. Office of Education surveys of organized occupational education in institutions of higher education. Seven Missouri colleges and universities had graduates from engineering-related organized occupational curriculums. The private institutions offered more occupational education than the public. Nationally, the recommended ratio of educating five technicians for every one professional was reversed. Recommendations included: (1) Public junior colleges should provide a major thrust in developing organized occupational curriculums to meet the needs of business, governmental, and industrial employers in Missouri, (2) State colleges and the University of Missouri should offer occupational programs to meet the needs of employers in their service areas provided these programs could be smoothly coordinated with those which are related to their primary goal of preparing persons for the professions, (3) Private institutions should continue to respond to requests from their students to provide selected occupational courses as long as they have the resources to do so, and (4) All occupational programs should be governed by the same guidelines. (SL)

VT 000 809
Horner, James T.
Report on the Need for Vocational Technical Schools in Nebraska.

Nebraska Legislative Council, Lincoln
MF AVAILABLE IN VT-ERIC SET.
NLC-139
Pub Date - Nov64 54p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *POST SECONDARY EDUCATION; *EDUCATIONAL NEEDS; AREA VOCATIONAL SCHOOLS; *HIGH SCHOOL STUDENTS; ADMINISTRATOR ATTITUDES; SURVEYS; GRADE 12; *EDUCATIONAL INTEREST; EDUCATIONAL FINANCE; QUESTIONNAIRES
NEBRASKA

To review the vocational-technical education program in Nebraska, an appointed legislative committee mailed a questionnaire with a letter of explanation to all state legislators requesting to contact communities in their districts interested in having a vocational-technical school and to have them submit relevant information. A questionnaire, requesting information about the senior class, was completed by school administrators. Of the 453 schools contacted comprising almost 20,000 high school seniors, 169 responded (37.3 percent). Some of the results were: (1) 53.9 percent of all 1964 high school seniors were planning to go to college, (2) In 1963, only 42 percent of the high school graduates enrolled in standard colleges, and less than 3 percent enrolled in vocational-technical schools, (3) 10 percent of the high school seniors were seriously considering enrolling in the vocational-technical schools, and (4) 1,753 seniors would attend a vocational-technical school if one were located in their area. One conclusion was that administrators are overly optimistic in their expectations of the numbers of high school seniors enrolling in college. Recommendations include: (1) The scope of vocational education subject matter needs to be broadened, (2) The location of vocational-technical programs should be reasonably close to all citizens, and (3) The state should offer vocational-technical education on a 12-month basis. (SL)

VT 000 837
Ferguson, Gordon E.
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

Minnesota Univ., Minneapolis. Inst. of Agriculture
Minnesota State Dept. of Educ., St. Paul. Vocational Div.
Winona Area Vocational-Technical School, Minn.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr66 23p.

*FARM MANAGEMENT; *FARM ACCOUNTS; *INSTRUCTIONAL MATERIALS; ANNUAL REPORTS; *ADULT FARMER EDUCATION
MINNESOTA

Progress on the farm management program is reported to provide a summary of records to be used by participating farmers and instructors for comparison purposes. The records of 90 farmers enrolled in farm management programs in nine schools in Southeastern Minnesota are covered. Each summary category shows data for the average of 90 farms, the 18 most profitable farms and the 18 least profitable farms. Summary categories include: (1) farm inventory, (2) farm earnings, (3) household and personal expense, (4) net worth, (5) farm earnings by operator's share, (6) work units per production unit, (7) labor earnings correlated with excelled factors, (8) range in earnings, (9) measures of organization and management efficiency, (10) a thermometer chart of efficiency, (11) distribution of acres and crop yields, (12) total feed costs and returns for livestock, swine, dairy, and dual purposes cattle, sheep, and poultry, and (13) a summary of farm earnings by year for whole farms from 1960 to 1965. (JM)

VT 001 209
Leslie, John D.
Training Needs in Central Kentucky, Student Interest and Availability. Report 121 Supplement.

Spindletop Research, Lexington, Ky.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug66 36p.

*STUDENT ENROLLMENT; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; COUNSELORS; GRADE 10; GRADE 11; GRADE 12; STUDENT ATTITUDES; POST SECONDARY EDUCATION; SURVEYS; *HIGH SCHOOL STUDENTS; ENROLLMENT INFLUENCES; *STUDENT INTERESTS; ENROLLMENT TRENDS; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL INTEREST
KENTUCKY

The objective of this part of the overall study (see VT 000 086) was to provide information relating to student availability and interests and to recommend ways to keep enrollment and curriculum responsive to the employer need pattern of Central Kentucky. Principal findings were (1) There were an estimated 34,880 16- to 20-year-olds in 1965 with a projection of 43,660 in 1970 and 46,800 in 1975, (2) About one-third of the students were enrolled in vocational programs, (3) The student's family provided most of the guidance on course selection, (4) 20 percent of the students would switch programs if others were available, (5) There is little difference between the perception of job opportunities between vocational and non-vocational students, (6) Only nine occupations were considered to offer good employment by 50 percent of the students, (7) 98 percent of the vocational students and 90 percent of the non-vocational students indicated they would select one or more vocational courses if they were available, (8) One-fourth of the vocational students planned to enroll in post-secondary vocational programs, (9) Over one-half of the counselors indicated that 14 or the 20 vocational courses should be more widely offered, and (10) Qualified job applicants were in short supply for 19 jobs. Statistical data gathered by questionnaires and opinionnaires are given. (EM)

VT 001 252
Widdowson, Ralph D.; Jacoby, Robert
A Report on the Present Status of Trade and Technical Education in Pennsylvania.

Pennsylvania State Dept. of Public Instruction, Harrisburg
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb63 23p.

STATISTICAL DATA; *STUDENT ENROLLMENT; *EDUCATIONAL PROGRAMS; *TEACHER QUALIFICATIONS; JOB PLACEMENT; *TRADE AND INDUSTRIAL EDUCATION; GRAPHS; STATE PROGRAMS; VOCATIONAL RETRAINING; HIGH SCHOOLS
PENNSYLVANIA

In graphic form, this report presents statistics on the continuing status of the secondary school and retraining programs of trade and industrial education in Pennsylvania. Much of the information was secured from the various statistical reports of the technical and industrial education division of the Department of Public Instruction. The charts describe pupil enrollments, size and types of programs, placement of graduates, status of teachers and administrators, finance, state supervision, and training of the unemployed. Statistics cover the period from 1958-1962. (PA)

VT 001 615
Neasham, Ernest R.; Swanson, J. Chester
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.

California Univ., Berkeley. School of Education
MF AVAILABLE IN VT-ERIC SET.
CU-SE-1966-4
Pub Date - Aug66 52p.

*ADULT VOCATIONAL EDUCATION; *STUDENT ENROLLMENT; *ADMINISTRATIVE PROBLEMS; SURVEYS; PUBLIC SCHOOLS; HIGH SCHOOLS; JUNIOR COLLEGES; APPRENTICESHIPS; FEDERAL PROGRAMS; *ADULT EDUCATION; ADMINISTRATOR ATTITUDES
ALAMEDA COUNTY; CONTRA COSTA COUNTY; CALIFORNIA

Information from interviews with 28 administrators and a questionnaire administered to 31 schools determined what adult vocational education was available in the public schools of Alameda and Contra Costa Counties and identified possible research problems for improving the capability of public schools in meeting their future responsibilities for educating adults. The total enrollment of adult vocational education open to the general public, apprentice school training, and federally connected programs was 21,763, which was about one-third of the total public school adult education enrollment. The adult education administrators ranked 12 administrative problems, concerning adult education in the following order of importance: (1) program development, (2) teacher availability, (3) intrafaculty communication, (4) adequate resources, (5) inservice education, (6) policy formulation, (7) public relations, (8) counseling services, (9) coordination among levels, (10) record keeping, (11) library services, and (12) registration. Responses and comments concerning these problems were analyzed. The most important considerations facing adult vocational education in the two-county area were ascertaining needs, involving a broader social spectrum, acquiring flexibility for adapting to changing social circumstances, and providing some specialized facilities to meet adult needs. Research might profitably be conducted in the areas of clientele characteristics, organizational structure, and training to develop specialist adult education administrators. (PS)

VT 001 648
Vocational Agriculture in the Next Five Years 1963-1968, Staff Plans.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul63 26p.

*VOCATIONAL AGRICULTURE; STATE SUPERVISORS; HIGH SCHOOLS; TEACHER EDUCATORS; *EDUCATIONAL OBJECTIVES; *PROGRAM EVALUATION; EVALUATION CRITERIA; CURRICULUM; SUPERVISED FARM PRACTICE; YOUTH CLUBS; OCCUPATIONAL GUIDANCE; YOUNG FARMER EDUCATION; ADULT FARMER EDUCATION; PROGRAM DEVELOPMENT; PHYSICAL FACILITIES

Goals, ways, and means for improving major aspects of vocational agriculture are provided as a guide to supervisors and teacher educators in working with local teachers. Guiding statements, objectives, staff responsibilities, and procedures are listed, and space for describing their 1968 status is provided for each of the program facets: planning and developing local programs, local school relationships, high school teaching and curriculum, supervising occupational experience in agriculture, advising the Future Farmers of America, guidance, young and adult farmer programs, physical facilities, public relations, and professional improvement. The document was developed by University Staff and State teachers as part of a 5-year vocational education improvement plan. Committees of supervisors and teacher educators were formed to provide continuing replanning in the areas of administration, high school instruction, and public relations. Staff committees made recommendations for additional staff action in the areas of administration, curriculum, technical training at the post-high school level, manpower training, high school programs, and interstaff communications. (JM)

VT 001 661
A Manual of Operation for Occupational Programs in Vocational Home Economics Education.

Tennessee State Dept. of Education, Nashville. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May66 15p.

*OCCUPATIONAL HOME ECONOMICS; PROGRAM DEVELOPMENT; *PROGRAM GUIDES; HOME ECONOMICS SKILLS; HIGH SCHOOLS; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; EDUCATIONAL NEEDS; *OCCUPATIONAL INFORMATION; EMPLOYMENT OPPORTUNITIES; DISADVANTAGED GROUPS

Information needed in developing occupational programs in home economics is provided. Training is described for occupations in the areas of food service, care and guidance of children, institutional and home management, and clothing service. Many of the occupations offer employment at semiskilled, skilled, and more advanced levels. Major sections include (1) occupations using home economics knowledge and skills, (2) responsibilities and opportunities for employment in occupational home economics, (3) general characteristics of all programs for gainful employment, (4) specific characteristics of the programs for secondary, post-secondary, out-of-school youth and adults, and persons with special needs including organization, students and teacher qualifications, teacher schedule, and teacher salary, (5) general information pertaining to facilities, travel, advisory committees, class size, trainee qualifications, work experiences, job placement evaluation, and followup, and (6) guidelines for developing occupational programs which list criteria for determining the feasibility of establishing a program in occupational home economics and steps for starting such a program. An application blank for establishing the program is included. (MS)

VT 001 664
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.

Colorado State Board for Vocational Education, Denver
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 13p.

*PROGRAM GUIDES; TRADE AND INDUSTRIAL EDUCATION; *TECHNICAL EDUCATION; ADMINISTRATIVE POLICY; STATE STANDARDS; *STATE PROGRAMS

The objective of vocational-technical instruction under the Colorado State Plan is to fit individuals for employment in a recognized occupation necessary to national defense. This instruction includes training or retraining for persons preparing to enter a recognized occupation upon the completion of instruction and for persons who have already entered an occupation who desire to upgrade or update their occupational skills and knowledge to achieve stability and advancement in employment. The policies and procedures are outlined under the headings: (1) Objective of Instruction, (2) Occupations to be Served, (3) Vocational Guidance and Counseling, (4) Specific Standards and Requirements which includes secondary school programs, out-of-school youth, adults, and special classes, (5) Procedure for Program Approval, (6) Duties and Qualifications of Local Supervisory Personnel, (7) Vocational Teacher Training, (8) Research, Demonstration, and Experimental Programs, (9) Reimbursement, and (10) Evaluation. (HC)

VT 001 677
The Ohio Manual of Operation for Vocational Agriculture Education, A Manual of Operating Policies, Practices, and Standards To Be Used in Organization and Administration of Vocational Agriculture Programs.

Ohio State Department of Education, Columbus. Vocational Education Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 37p.

*VOCATIONAL AGRICULTURE; PROGRAM ADMINISTRATION; PROGRAM DEVELOPMENT; *PROGRAM GUIDES; EDUCATIONAL OBJECTIVES; EDUCATIONAL POLICY; ADULT FARMER EDUCATION; HIGH SCHOOLS; YOUTH CLUBS; TECHNICAL EDUCATION; TEACHER EDUCATION; EDUCATIONAL FACILITIES; YOUNG FARMER EDUCATION
*FUTURE FARMERS OF AMERICA

Changes authorized by the Vocational Education Act of 1963 were incorporated into this manual prepared by supervisors and teacher-educators to assist local administrators and teachers in conducting vocational agriculture programs. Included are the specific operating policies, practices, and standards for the broad areas: (1) objectives and scope, (2) nature of the program, (3) department establishment, (4) physical facilities, (5) in-school youth program which includes objectives, enrollment, curriculum, content and nature of instruction, field trips, curriculum, experience programs, recordkeeping, supervision, and credit for satisfactory work, (6) Future Farmers of America, (7) out-of-school program which includes young and adult farmers, and technical courses such as Agri-Business, Agricultural Equipment, Food Processing, Horticulture, and Food Industry Middle Management Technology, (8) teacher education which includes training institution, preservice program, certification, placement, inservice education, graduate program, and research, and (9) local administration, (10) state administration, and (11) use of travel funds. (JM)

VT 001 691
Essentials and Requirements of a Vocational Agriculture Program.

Illinois State Board of Vocational Education and Rehabilitation, Springfield
MF AVAILABLE IN VT-ERIC SET.
ISBVER-Ser-B-Bull-197
Pub Date - Jan65 13p.

*VOCATIONAL AGRICULTURE; EDUCATIONAL OBJECTIVES; PROGRAM DEVELOPMENT; *PROGRAM GUIDES; CURRICULUM; HIGH SCHOOLS; ADULT FARMER EDUCATION; COOPERATIVE EDUCATION

State policies and regulations for operating a vocational agriculture program are described. Contents include (1) a diagram of the organizational pattern, (2) opportunities for preparatory and supplemental training in farming and agricultural occupations, (3) purpose and objectives of the state program, (4) requirements for approval of local programs which cover physical facilities and equipment, course organization, time requirements, advisory groups, instructional methods, supervised farm experience, and student followup, (5) programs for off-farm agricultural occupations, (6) youth organization supervision, (7) REQUIREMENTS for adult classes, and (8) minimum state requirements for teachers of farming, off-farm agricultural occupations, and special classes. (JM)

VT 001 701
Manual of Operation for Vocational Education Programs in Missouri.

Missouri State Dept. of Education, Jefferson City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan65 14p.

*VOCATIONAL EDUCATION; PROGRAM PLANNING; *PROGRAM ADMINISTRATION; COOPERATIVE EDUCATION; *PROGRAM GUIDES

The purpose of this manual is to furnish information needed by local school personnel to organize and operate programs of vocational education in Missouri. Conditions of the Vocational Education Act of 1963 are summarized. The section, Outline for Local Program Planning, lists procedures for preparing requests for approval by a local school, proposals for supplemental training programs, and a proposal for an area vocational school. Related information to Program Operation discusses funds, reporting and evaluation, supervision, physical facilities and instructional materials, youth organizations, and qualifications for local personnel. Work-Study Program covers state and local administration, regulations governing employment, administrative procedures, criteria for determining project approvals, and allocation of funds to educational agencies. State administrative responsibilities are listed. (BS)

VT 001 705
Woodin, Ralph J., And Others
A Five Year Plan for a Department of Vocational Agriculture.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 19p.

*VOCATIONAL AGRICULTURE; EDUCATIONAL NEEDS; *PROGRAM PLANNING; SCHOOL COMMUNITY RELATIONSHIP; RECORDS (FORMS)

Teachers may use this form in planning a 5-year program in vocational agriculture based on relevant information about (1) the community, its agriculture, and its school, and (2) the strengths and weaknesses of the present program. The teacher should use community representatives, get approval from authorities, and develop a plan which is (1) based on needed changes, objectives, and available resources, (2) consistent with administrative policy, (3) stated in meaningful terms, (4) inclusive of challenging, attainable goals which reflect community thinking, and (5) presented in workable and concise form. Forms are included for recording selected information on (1) the school, community, and agricultural situations, (2) problems, and (3) clientele. Plan sheets with space for guiding statements and goals are included for professional relationships, program planning, teaching and curriculum, occupational experience, the Future Farmers of America, guidance, young and adult farmer groups, physical facilities, public relations, and professional improvements. (JM)

VT 001 917
Oen, Urban T.; Bender, Ralph E.
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs, A Research Report of a Graduate Study. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agr. Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep66 35p.

*COOPERATIVE EDUCATION; CURRICULUM DEVELOPMENT; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; SCHOOL SURVEYS; GUIDELINES; PROGRAM PLANNING; *PROGRAM DEVELOPMENT; EDUCATIONAL PROGRAMS
OHIO

The purpose of this study was to identify the status of off-farm cooperative work experience programs, and the procedures and practices used by selected vocational agriculture teachers in conducting them. Questionnaires returned by 64 teachers and interviews of school personnel provided data for status identification. Questionnaire interviews of 13 teacher-coordinators, 12 school administrators, and 24 cooperating employers identified procedures and practices being used. Some findings were: (1) Of 31 off-farm cooperative programs, 25 were classified as agri-business and service programs and six as vocational horticulture, (2) 22 were in schools with fewer than three vocational programs, and (3) 415 or 29 percent of the students enrolled in vocational agriculture were enrolled in off-farm cooperative work experience programs, (4) 87 percent of the teachers involved the superintendent or principal and 39 percent utilized business or industrial leaders in planning the programs, (5) 75 percent of the cooperating employers preferred 1.6 years of basic course work in agriculture or horticulture for employers before placement, (6) In 55 percent of the schools students worked more than 21 hours per week, and 253 of 259 in on-the-job training received a wage for their work. Recommendations concerned developing and utilizing more standards and guidelines for conducting off-farm work experience programs. (WB)

VT 001 956
Kenyon, Paul
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region. Research Report-1.

California State Polytechnic Coll., San Luis Obispo. Dept. of Business
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov63 78p.

*REAL ESTATE OCCUPATIONS; ADULT VOCATIONAL EDUCATION; *RESEARCH NEEDS; *EDUCATIONAL NEEDS; INSERVICE EDUCATION; SURVEYS; LAND USE; BIBLIOGRAPHIES; CITY PLANNING; HOUSING
CALIFORNIA

The objective of this study was to determine the status and needs of the real estate industry in the region. Mailed questionnaires, personal interviews, and telephone surveys were used to collect information from 49 real estate practitioners, 25 teachers of real estate courses, and other individuals who were knowledgeable in the real estate field. Some of the conclusions were: (1) A high percentage of the industry members are in the higher age brackets, (2) Most took an original licensing course and have attended workshops, (3) Real estate is a very competitive business, and there is little cooperation between members, (4) Practitioners are reluctant to make long range academic plans, (5) Course work must be practical and usable immediately in business, (6) There are few qualified real estate teachers, (7) Educational activities must be arranged not to interfere with normal business hours, and (8) Research is generally unknown to the average broker or salesman. Recommendations concern courses, workshops, lectures, and research projects to be initiated. The appendix includes the questionnaires, detailed findings, and a bibliography on real estate. (MM)

VT 001 997
Lerner, Sidney, And Others
Cooperative Work Experience Manual for Business and Distributive Education.

New York State Education Dept., Albany. Bureau of Business and Distributive Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 90p.

*COOPERATIVE EDUCATION; INSTRUCTOR COORDINATORS; PROGRAM PLANNING; *PROGRAM GUIDES; *DISTRIBUTIVE EDUCATION; *BUSINESS EDUCATION; PROGRAM COORDINATION; PROGRAM DEVELOPMENT; RECORDS (FORMS); PROGRAM EVALUATION

Teachers, coordinators, and school administrators can use this manual as a guide in initiating and supervising cooperative work experience education programs. Originally prepared by the Bureaus of Business and Distributive Education, Publications, and Vocational Curriculum Development, the manual was revised by high school and Bureau personnel. Information covers fundamental considerations before adopting a program, the developmental phases, and the operation of the program. Some areas included are (1) outcomes of cooperative work experience programs, (2) coordinator qualifications, (3) training facilities, (4) advance planning, (5) the Distributive Education Club of America (DECA) program, (6) the coordinator's work, (7) administration and supervision, (8) public relations, (9) evaluative criteria, and (10) employment regulations. Also included are a bibliography, a checklist of evaluating programs, and forms for use by the teacher-coordinator. (MM)

VT 002 105 ED 018 608
Smith, Clodus R.; Beall, Miriam L.
Leadership Development Seminar, Vocational-Technical Education.

Maryland Univ., College Park
EDRS PRICE MF-$0.25 HC-$2.28 OEG-2-7-070451-3009 08
BR-7-0451
Pub Date - 15Dec67 55p.

*SEMINARS; *LEADERSHIP TRAINING; *VOCATIONAL EDUCATION; *PROGRAM PLANNING; TECHNICAL EDUCATION; CURRICULUM DEVELOPMENT; INTERAGENCY COORDINATION; PROGRAM EVALUATION

Forty-five vocational educators participated in a seminar designed to develop understanding, abilities, and attitudes for more effective leadership by professional state-level vocational education personnel in 23 eastern states, the District of Columbia, Puerto Rico, and the Virgin Islands. Summaries of the following presentations are included: (1) "The Concept of a Total Program of Vocational Education" by W. Arnold, (2) Planning Total Programs for Vocational Technical Education" by S. McMillan, (3) "State Plans and Projected Programs of Activities" by E.L. Rumpf, (4) "Sources, Analyses, and Utilization of Data" by O. Legg, (5) "Procedures in Developing Curriculum Guides" by R. Worthington, (6) "Problem Identification and Implementation in Vocational Education Research Findings" by O. Legg, (7) "Legislative Information" by E. Hilton, (8) "Innovations in Curriculum Development" by W. Berndt, (9) "Developing Counseling and Placement Programs" by R. Ehrle, E. Murray, and D. Pritchard, (10) "Program Planning for Youth and Adults with Special Needs" by B. Kemp, (11) "Vocational Education" by G. Venn, (12) "Coordination of Programs with Other Agencies" by F. Eberle, S. Feldman, F. Irwin, R. Jacobsen, and F. McKernan, (12) "Development of Professional Personnel in Vocational Technical Education" by M. Strong, (14) "Designing an Organic Curriculum" by R. Morgan, (15) "New Trends in Facilities and Equipment" by H. Mandell, (16) "Public Information" by J. Billings, and (17) "Evaluating Vocational-Technical Education" by J. Nerden. A critique of the conference, a conference evaluation report, and directories of participants, staff, and resource personnel are included. Documents reporting related seminars and a conference are VT 003 888, VT 002 137, and VT 004 630. (EM)

VT 002 137 ED 018 609
Smith, Clodus R.; Nelson, Richard S.
Leadership Development Seminar, Vocational-Technical Education. Final Report.

California Univ., Los Angeles
EDRS PRICE MF-$0.50 HC-$3.88 OEG-2-7-070451-3009 08
BR-7-0451
Pub Date - 15Dec67 95p.

*SEMINARS; *LEADERSHIP TRAINING; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; PROGRAM ADMINISTRATION; *PROGRAM PLANNING; COMMUNICATION (THOUGHT TRANSFER); LEADERSHIP; PROFESSIONAL ASSOCIATIONS

Thirty-seven vocational educators, eight staff members, and 29 resource persons participated in a seminar designed to develop understandings, abilities, and attitudes for more effective leadership by the professional personnel in 11 western states and Guam. Summaries of the following presentations are included: (1) "How to Communicate: Oral Communications" by L. Goldsmith, (2) "The Concept of a Total Program of Vocational Education" by M. Strong, (3) "How to Plan by PERT" by P. Tulenko, (4) "Advisory Council on Vocational Education: A Progress Report" by M. Barlow, (5) "Planning a Total Program of Vocational Education" by M. Strong, (6) "How to Communicate: Aural Communication" by L. Goldsmith, (7) "Contemporary Facilities and Equipment for Vocational Education Laboratories" by J. Bellenger, (8) "How to Introduce a Speaker" by L. Ralston, (9) "Innovation in Curriculum Development" by L. Goldsmith, (10) "How to Communicate: Visual Communication" by L. Goldsmith, (11) "Student Performance Goals: Multi Media Concept" by B. Hahn and J. Meyer, (12) "The New Leadership Role of the Office of Education" by G. Sullivan, (13) "Program Planning and Budgeting" by E. Kramer, J. Bunten, and W. Smith, (14) "How to Plan a Convention" by L. Ralston, (15) "Implications of Current Research in Teacher Education" by T. Dean, (16) "How to Communicate: Xtra Communication," by L. Goldsmith, (17) "Education and Training in the World of Work" by H. Matthews, (18) "Dynamics of the World of Work" by J. Walsh, (19) "Brainstorming: A Tool of Leadership," and "Evaluation of Vocational Education" by B. Shoemaker, (20) "Cooperation: The Key" by L. Goldsmith, (21) "Briefing for Education Visits" and "Effective Programs Through Cooperation" by J. Herman, (22) "Innovations in Occupational Education" by G. Funk, (23) "The Role of Professional Organizations" by A. Ice, and (24) "Leadership: Vocational Education's Greatest Need" by C. Smith. Summaries of leadership training sessions, and directories of participants, staff, and resource persons are included. Documents reporting related seminars and a conference are VT 003 888, VT 002 105, and VT 004 630. (EM)

VT 002 230
The Work-Study Program Under the Vocational Education Act of 1963.

Office of Education, Washington, D.C. Div. of Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 4p.

*WORK STUDY PROGRAMS; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; HIGH SCHOOLS; FEDERAL PROGRAMS; FINANCIAL SUPPORT; COMMUNITY AGENCIES (PUBLIC); PART TIME JOBS

The work-study program provides financial assistance, through part-time employment, to students who have been accepted for full-time enrollment in vocational education programs designed for gainful employment. Students must be at least 15 and less than 21 years of age and in need of the earnings from such employment to commence or continue their vocational education. Students work under adult supervision generally as assistants for not more than 15 hours in any week during which classes are in session. In most instances, compensation may not exceed $45 per month or $350 per academic year for each student. Wherever possible, the work-study program is closely related to the student's vocational education program. Some probable job areas are education aide for teachers, typist, receptionist, cafeteria worker, laboratory assistant, library assistant, repairman, and grounds maintenance aide. Developing in the student a sound concept of work, good work habits, good attitudes, and a means of self-advancement is a nonmonetary but real value of the program. In 1965, Congress appropriated $25 million for the fiscal 1966 program. The future of the program will depend on how educators and others rise to the challenge of this innovation in vocational education. (WB)

VT 002 277
Ford Foundation Grants in Vocational Education.

Ford Foundation, New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Ford Foundation, Office of Reports, 477 Madison Avenue, New York, New York 10022.
Pub Date - Sep65 31p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; EXPERIMENTAL STUDIES; PILOT PROJECTS; RESEARCH PROJECTS; CURRICULUM RESEARCH; TEACHER EDUCATION; *WORK STUDY PROGRAMS; COLLEGES; HIGH SCHOOLS; POST SECONDARY EDUCATION; CONTINUING EDUCATION; DROPOUT PREVENTION; INDUSTRIAL ARTS; HOTEL OCCUPATIONS; GRAPHIC ARTS; VOCATIONAL EDUCATION TEACHERS; *FOUNDATION PROGRAMS; *GRANTS
FORD FOUNDATION

In its assistance to efforts toward quality vocational and technical education, the Ford Foundation has made grants to secondary schools, technical institutes, community colleges, research organizations, universities, and teacher-training institutions. Descriptions of pilot programs and experiments include (1) 6 in curriculum improvement, (2) 3 in research, development, and information, (3) 2 in vocational-technical teacher training, and (4) 7 in cooperative work-study education. Representative examples are: (1) a program built around the vocational interest of the student in the last 2 years of high school which seeks to stimulate him to continue education beyond high school, (2) a program to determine the best vocational education approach in motivating recent dropouts to finish high school, (3) a new curriculum in industrial arts which focuses on the concepts of industrial management, production, and service rather than on the use of hand and machine tools alone, (4) high school programs for careers in hotels and restaurants, (5) a comprehensive curriculum in graphic arts, (6) a center for research and development in vocational education, (7) a study of industrial advisory committees, (8) a program for preparing vocational teachers, and (9) experiments in post-high school cooperative education for vocational preparation for business and industry. (PS)

VT 002 368
Roadmap for a Decade of Progress in Industrial Education.

California State Dept. of Education, Sacramento. Bureau of Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 40p.

*INDUSTRIAL EDUCATION; *GUIDELINES; *EDUCATIONAL PLANNING; INDUSTRIAL ARTS; TRADE AND INDUSTRIAL EDUCATION

As a result of a decision made at the 28th Annual Conference on Industrial Education, a central planning committee and eight ad hoc subcommittees of 80 recognized California experts designed these guidelines for industrial education during the next decade. General information and specific recommendations are given for the areas: (1) Advisory Committees, (2) Communications Systems and Public Information, (3) Evaluation which includes planning the evaluation, methods, general criteria, and instruments, (4) Industrial Arts Education which includes recommended areas of study, (5) Industrial Clubs which covers organization and objectives, (6) Occupational Guidance, Placement, and Followup, (7) Program Articulation, (8) Resource Centers, and (9) Teacher Education which includes preservice and inservice training. In general, there appears to be a major need for instructional improvements, instructional materials, use of community resources, and an information and an evaluation program. (EM)

VT 002 477
Dufty, Norman F., Ed.
Essays on Apprenticeship.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Center for Studies in Vocational and Technical Education, Social Sciences Building, University of Wisconsin, 1180 Observatory Drive, Madison, Wisconsin 53706 ($3.00).
Pub Date - 67 176p.

*APPRENTICESHIPS; EDUCATIONAL NEEDS; *LABOR UNIONS; BUILDING TRADES; EDUCATIONAL PROGRAMS; LABOR MARKET; RECRUITMENT; MODELS; FOREIGN COUNTRIES; *SKILLED OCCUPATIONS; EMPLOYMENT OPPORTUNITIES; *TRADE AND INDUSTRIAL EDUCATION; COMMITTEES; CURRICULUM; HOME STUDY
AUSTRALIA; WISCONSIN

A companion volume to "Research in Apprenticeship" (VT 003 555), the proceedings of a conference sponsored by the Center for Studies in Vocational and Technical Education of the University of Wisconsin and the Office of Manpower Policy, Evaluation, and Research, these essays on apprenticeship contain material of interest to those who attended the conference and to others concerned with this problem area. Section I contains: (1) "Apprenticeship, An Evaluation of the Need" by George Strauss which discusses the role of the apprenticeship in the contemporary American labor market, and (2) "Union Interests in Apprenticeship and Other Training Forms" by Jack Barbash, which discusses apprenticeship as a union tactic to control the entry of new workers in specific unions and occupations. Section II contains: (1) "A Survey of Wisconsin Building Trades Joint Apprenticeship Committees" by Kad O. Magnusen which covers the internal structure and functions of apprenticeship committees, and (2) "The Structure of Related Instruction in Wisconsin Apprenticeship Programs" by James S. Crabtree which discusses enrollment policy, size of class, credit for previous work, credit for homework, and kind of credit for related class instruction in all Wisconsin apprenticeship programs. Section III, concerned with the labor market aspects of apprenticeship, contains papers by Norman F. Dufty: (1) "Apprenticeship: A Theoretical Model," (2) "Recruitment to The Skilled Trades: A Study of a Segment of a Skilled Labor Market," and (3) "A Model of Choice in Labor Markets" which discuss apprenticeship in Australia. (HC)

VT 002 620
Summary of the Annual State Conference for Teachers of Vocational Agriculture.

Florida State Dept. of Education, Tallahassee. Agricultural Education Section.
MF AVAILABLE IN VT-ERIC SET.

FSDE-AES-Bull-72E-6
Pub Date - Oct65 75p.

*VOCATIONAL AGRICULTURE; *VOCATIONAL AGRICULTURE TEACHERS; *EDUCATIONAL PROGRAMS; OFF FARM AGRICULTURAL OCCUPATIONS; *PROGRAM DEVELOPMENT; GUIDELINES; CURRICULUM DEVELOPMENT; SUPERVISED FARM PRACTICE; OCCUPATIONAL SURVEYS; DISADVANTAGED GROUPS; EDUCATIONAL NEEDS; *CONFERENCES; SPEECHES; SAFETY EDUCATION; PESTICIDES; SCHOOL SHOPS; OCCUPATIONAL GUIDANCE; MANPOWER UTILIZATION; CHILD LABOR LAWS; RURAL DEVELOPMENT
FLORIDA; *ANNUAL STATE CONFERENCE FOR TEACHERS OF VOCATIONAL AGRICULTURE

A general summary of proceedings, papers delivered, and recommendations of nine work groups are presented for the conference which had the theme "Developing and Implementing Educational Programs for Agricultural Occupations." Speeches included are: (1) "Proposed Guidelines for Supervised Practice Program in Agri-Business" by D. Gaiser, (2) "Experiences in Making Agricultural Survey-Indian River Junior College" by M. King, (3) "Progress of Agricultural Chemicals Safety Program" by F. Myers, (4) "Special Vocational Programs for the Disadvantaged" by C. Lowman, (5) "The Conservation of Human Resources" by E. York, Jr., (6) "Vocational Guidance-The Role of the Local Agricultural Teacher in His School and Community" by E. Montgomery, (7) "Child Labor Laws" by H. Garvin, (8) "Suggested Guidelines for Utilizing Agricultural Mechanics Shops for Occupational Training" by C. Rogers, and (9) "New Dimensions in Rural Areas Development," by M. Watkins. Recommendations submitted by conference work groups concerned: (1) patterns for agricultural instruction, (2) guidelines for agri-business, agricultural occupations, and patterns of instruction, (3) local program evaluation, (4) teacher qualifications, (5) methods of disseminating program information, (6) Future Farmers of America organizations, (7) responsibilities for conferences, and (8) agricultural mechanics competencies. (WB)

VT 002 840
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.

North Carolina State Dept. of Public Instruction, Raleigh
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 23p.

*VOCATIONAL AGRICULTURE; *STATE PROGRAMS; SCHOOL SUPERVISION; ADULT FARMER EDUCATION; ADVISORY COMMITTEES; *HIGH SCHOOLS; PROGRAM DESCRIPTIONS; TEACHER EDUCATION; INSERVICE TEACHER EDUCATION; EXPERIMENTAL PROGRAMS
NORTH CAROLINA

Major changes and improvement in the vocational agriculture program from July 1, 1965 through June 30, 1966 are reported. Professional group meetings, workshops, and conferences were used by supervisory staff to retrain and upgrade teacher competencies needed to implement new courses of study. Resource personnel, including consultants and advisory committees, were used in inservice education programs for teachers. Publications, teaching guides, and curriculum guides were developed and made available to teachers. Agricultural education was included in the curriculum of 493, about two-thirds, of the State's high schools. An increased number of adults enrolled in unit courses designed to upgrade their knowledge and skills in specific areas of agriculture. A recruitment committee was formed for the purpose of increasing agricultural undergraduate enrollment in teacher education institutions. Research concerned adult educational programs, teacher attitudes, and high school graduates. Pilot programs in agriculture sales and service occupations and in the use of television in adult farmer classes were conducted. The staff worked cooperatively with other vocational services, educational groups, agricultural agencies, and farm organizations in activities such as curriculum development, revision of local programs of vocational agriculture, and local school evaluations. To interpret and promote vocational education in agriculture, the staff held conferences, presented talks, assisted with State Fair exhibits, and sponsored weekly radio and television programs. (EB)

VT 002 845
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).

North Carolina State Dept. of Public Instruction, Raleigh
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 3p.

*VOCATIONAL AGRICULTURE; GRADUATE SURVEYS; *VOCATIONAL FOLLOWUP; HIGH SCHOOL STUDENTS; GRADE 12; *DATA SHEETS; HIGH SCHOOLS

A form for use in conducting a followup study of former students of vocational agriculture high schools for the 1965-66 school year and instructions for completing it are presented. Information is requested on (1) occupational classification, (2) sex, (3) total number completing program requirements, (4) number not presently available for placement, (5) number in labor force, (6) number unemployed, (7) number with status unknown, and (8) number who left prior to normal completion time with marketable skill. One completed report is to be submitted to the school, the superintendent, and the state supervisor. (WB)

VT 002 859
Pollock, Kathryn M.
Continuing Education in Home Economics for Out-of-School Youth and Adults, A Guide for Planning and Organizing Local Programs.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 43p.

CURRICULUM; EMPLOYMENT OPPORTUNITIES; *HOME ECONOMICS EDUCATION; ADULT VOCATIONAL EDUCATION; *ADULT EDUCATION; HOMEMAKING EDUCATION; OCCUPATIONAL HOME ECONOMICS; PROGRAM DEVELOPMENT; *PROGRAM GUIDES

Adult education directors, school principals, supervisors of home economics, and area-center program planners may use this guide in establishing a broad home economics program for out-of-school youth and adults. Major objectives of the program are education for personal and family living and education for occupational competence. Areas discussed are (1) objectives of continuing education in home economics, (2) the scope of the program, (3) identification of local needs, (4) establishment of the local program, (5) promotion of participation, (6) space and facilities, (7) records and reports, and (8) evaluation. The scope of the program is presented by a chart which lists phases of study and suggested topics for curriculum areas relevant to preparation for personal and family living--personal and family relationships, housing, clothing, foods and nutrition, and personal and home management. Another chart outlines curriculum areas relevant to preparation for employment according to job titles and possible places of employment. Sources of information for planning programs in home economics education are listed. (FP)

VT 002 885 ED 016 800
Beal, George M., And Others
The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.

Iowa State Univ. of Science and Technology, Ames
EDRS PRICE MF-$0.25 HC-$1.56 OEC-5-85-108
Pub Date - Nov66 37p.

*VOCATIONAL EDUCATION; DEMOGRAPHY; DECISION MAKING; SCHOOL BUDGET ELECTIONS; *SCHOOL DISTRICTS; SCHOOL SUPERINTENDENTS; VOTER REGISTRATION; VOTING; COMMUNICATIONS; ECONOMIC FACTORS; NEWS MEDIA; COMMUNITY ORGANIZATIONS; *BOND ISSUES
IOWA

The superintendents of 195 of 209 school districts holding bond issue elections during a 5-year period responded to a questionnaire. Of these, 20 of the 24 whose bond issues involved vocational education were interviewed in a two-phase study to analyze the decision making process, identify the variables associated with success or failure, and to recommend strategies relative to bond issue elections for vocational education in Iowa school districts. The percentages of registered voters and communication techniques used were not correlated with election outcome. Economic variables dealing with millage increase and total millage appeared more important than the total amount of the issue in increasing voter turnout. Districts which had passed a bond issue in the 5-year period were most likely to pass another presented during the period, and unsuccessful attempts were most likely to be followed by further failures. Little or no association was observed between district demographic characteristics or economic variables and a favorable vote. Superintendents of successful districts evaluated newspaper coverage as more favorable and Parent Teacher Association involvement as more important than did superintendents of unsuccessful ones. Vocational education bond issue proposals did not seem to affect the election outcomes. It was concluded that data collected by the present survey techniques are not sufficient to predict the outcome of school bond issues. This report appears in "Appendix of Final Research Reports for Project in Research and Development in Vocational and Technical Education, Non-Metropolitan Areas (ED 011 069)" which supplements VT 001 546. (JM)

VT 002 905
Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.

Colorado State Board for Vocational Education, Denver
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 26p.

*DISTRIBUTIVE EDUCATION; *PROGRAM GUIDES; *PROGRAM ADMINISTRATION; PROGRAM PLANNING

This document is designed for use by those administering the distributive education program. Policies and procedures are outlined for (1) objective of instruction, (2) occupations to be served, (3) vocational guidance and counseling, (4) specific standards and requirements for secondary school programs, post-secondary programs, adult programs, and special classes, (5) program approval, (6) duties of local vocational personnel, (7) teacher education--in-service, (8) research, demonstration and experimental programs, (9) reimbursement, and (10) evaluation. (MM)

VT 002 917 ED 017 673
Greiber, C.L.
Guidelines for Vocational-Technical Programs.

Wisconsin Board of Vocational, Technical and Adult Education, Madison
EDRS PRICE MF-$0.25 HC-$2.32
Pub Date - 14Nov67 56p.

*GUIDELINES; *TECHNICAL EDUCATION; PROGRAM GUIDES; *ASSOCIATE DEGREES; *EDUCATIONAL CERTIFICATES; PROGRAM EVALUATION; *PROGRAM DEVELOPMENT; CURRICULUM; EVALUATION METHODS; EDUCATIONAL PHILOSOPHY; EDUCATIONAL OBJECTIVES

Policies, procedures, and regulations which apply to the development of technical programs in Wisconsin are presented. The document should be useful in program planning and for the orientation of staff, board, committees, and the community. Major divisions are (1) General Information which includes philosophy and objectives, and development of a technical institute center, (2) Procedures for Vocational-Technical Associate Degree Programs which include philosophy of the associate degree in vocational-technical education, plans and policies for accrediting technical institute programs, curriculum for associate degree programs, procedures for new program approval, and evaluation procedures, assignements, and instruments, (3) Procedures for Vocational-Technical Diploma Program Development which includes philosophy of the vocational-technical diploma program criteria and procedures for new program approval, suggested curriculum standards, and graphs showing subject matter emphasis by semesters. (PS)

VT 002 921
Parrish, Edwin H.
A Look at Education for Work in the Omaha Public Schools.

Omaha Board of Education, Nebr.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep64 43p.

*COMMUNITY SURVEYS; *VOCATIONAL INTERESTS; *STUDENT INTERESTS; OPINIONS; EDUCATIONAL OPPORTUNITIES; PARENT EDUCATION; *EDUCATIONAL ATTITUDES; *EDUCATIONAL NEEDS; DROPOUT ATTITUDES
OMAHA; NEBRASKA

Students in grades 8, 9, and 12, graduates, dropouts, parents, labor organizations, apprentices, and business and industry were surveyed to gather information about the educational needs of the population for earning a living and to provide aid in establishing guidelines for an educational program of the future. Grade 12 responses indicated that 51.3 percent planned to attend college, 26.6 percent planned to go to work, and 10.6 percent planned to attend vocational school. Of 669 responses from 1,984 questionnaires to graduates of the 1963 class 57 percent were attending college full time. Of 383 responses from the 960 dropouts contacted, 33 percent left school for employment, 13.2 percent to enter the armed forces, 27.9 percent for marriage, and 14.2 percent were expelled. Estimated employment increases from 1963 to 1966 were 8.8 percent in professional and management, 2.8 percent in clerical and sales, 4.3 percent in service, 7.5 percent in skilled, 9.3 percent in semiskilled, and 8.9 percent in unskilled groups. Some of the recommendations were: (1) Business, industry and labor should become more familiar with current school courses, (2) Parents should have a more realistic understanding of the education their children could profit from and jobs they will probably obtain, (3) Schools should modify the emphasis on a preparatory college program, develop a proper balance between academic and vocational curriculums, build prestige and acceptability into every curriculum offered, meet the dropout challenge by providing curriculums to meet the needs, interests, and abilities of all students, establish a complete counseling and guidance program, and continuously evaluate the economy and develop and modify courses to meet current employment standards. (MM)

VT 002 922
Paramedical and Health-Related Programs in the Junior College, Some Questions and Answers.

American Assn. of Junior Colleges, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 18p.

*HEALTH OCCUPATIONS EDUCATION; *JUNIOR COLLEGES; *PROGRAM DEVELOPMENT; TEACHER QUALIFICATIONS; FACULTY RECRUITMENT; ADMINISTRATOR ROLE; ACCREDITATION (INSTITUTIONS); ADMINISTRATIVE ORGANIZATION; STUDENT ENROLLMENT; PUBLIC RELATIONS; CONTRACTS; WORK EXPERIENCE; PHYSICAL FACILITIES; CURRICULUM DEVELOPMENT

As a part of general discussions of the Alabama State Conference on Paramedical Education held in Mobile on May 10-11, 1966, a dean of a junior college nursing program and a junior college president answered questions raised by junior college personnel about organizational structure, the role of the college administrator, faculty qualifications in nursing programs, sources of qualified personnel, accreditation, cost, determination of need, curriculum development, the role of an advisory committee, relationships with professional agencies and personnel, student recruitment, program interpretation, contractual agreements with cooperating agencies, physical facilities and the "extended campus" concept, and short term programs. (JK)

VT 003 222
Freed, C.W.
Region II Vocational Education. Comment and Prospectus.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 8p.

*VOCATIONAL EDUCATION; *CURRICULUM; *PROGRAM PLANNING; PREDICTION; *GEOGRAPHIC REGIONS
WEST VIRGINIA

West Virginia's Region II is embarking upon a total commitment to all levels of education with awareness that geographic, demographic, and economic influences require cooperative effort to provide comprehensive vocational education. A study of old and new questions has helped to clarify objectives, problems, and questions which must be synthesized into functional curriculums. There is a trend toward broad-based curriculums employing the cluster approach. That the entire program of vocational education revolves around the problem of student guidance is recognized. Prospects for the region's evolving vocational education program include (1) Vocational education will be a continuing process for youth and adults, (2) Former students will be consulted regarding course offerings, (3) Instructional television will be a part of each school's program, (4) Typing, drafting, and like courses will have large and small group laboratory instruction, (5) Course emphasis will shift from producing to servicing trades, (6) Industry will accept involvement and responsibility, (7) Some teachers will be jointly employed with industry, (8) The school day will be extended, (9) Area vocational schools may be granted their own tax base, (10) Short courses will be offered, (11) Labor unions will cooperate in establishing apprenticeship programs, and (12) Media technicians and teacher-aids may be trained for the school systems. (JM)

VT 003 236 ED 018 617
We Shall Not Rest, Report on Occupational Education in the South, Based on Discussions at the Southern Conference on Occupational Education (Atlanta, Ga., April 5-6, 1967).

Southern Assn. of Colleges and Schools, Atlanta, Ga.
EDRS PRICE MF-$0.25 HC-$1.20
Pub Date - May67 28p.

*VOCATIONAL EDUCATION; *CONFERENCES; *COOPERATIVE PLANNING; SCHOOL INDUSTRY RELATIONSHIP; PLANNING MEETINGS; *EDUCATIONAL PLANNING; *SOUTHERN STATES; PUBLIC RELATIONS; EDUCATIONAL NEEDS; ACCREDITATION (INSTITUTIONS); EDUCATIONAL PROBLEMS
*SOUTHERN CONFERENCE ON OCCUPATIONAL EDUCATION

The discussions, presentations, and recommendations of 125 business executives, educators, and governmental representatives at a conference concerning occupational education and its importance to the South are summarized. The areas discussed are: (1) the need for education to supply a wide spectrum of opportunity for students to acquire important skills which are not necessarily those learned in a traditional 4-year college course, (2) the image and status of occupational education and its improvement by providing quality in techniques, equipment, instruction, students, and employees, (3) the educational reality of what happens to the Nation's 80 percent who do not complete college, (4) communication and cooperation between education and industry to plan curriculum, forecast skill needs, create desirable conditions for learning, and purchase appropriate equipment, as well as to develop healthy attitudes, responsibility, loyalty, and an understanding of the economic system, and (5) accreditation of vocational education to provide an association of institutions and programs dedicated to occupational education, linked through common realistic standards developed by themselves with business and industrial cooperation. (MM)

VT 003 263
Scarborough, C. Cayce; Rogers, Charles H.
Seminar on Planning Developmental and Related Programs in Occupational Education. Center Seminar and Conference Report, no. 5.

North Carolina State Univ., Raleigh. Center for Occupational Education
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-107
Pub Date - 66 108p.

*VOCATIONAL EDUCATION; DEMONSTRATION PROGRAMS; DEVELOPMENTAL PROGRAMS; EXPERIMENTAL PROGRAMS; *EDUCATIONAL RESOURCES; PROGRAM EVALUATION; RESEARCH COORDINATING UNITS; RESEARCH METHODOLOGY; *RESEARCH AND DEVELOPMENT CENTERS; REGIONAL LABORATORIES; *PROGRAM PLANNING; FEDERAL PROGRAMS; INFORMATION SYSTEMS
HUDSON; OHIO

Twenty-eight public school personnel from six states with responsibilities for directing, supervising, or conducting research activities in occupational education attended a seminar with the objectives: (1) to stimulate the initiation of developmental, experimental, demonstration, pilot, exemplary, and innovative programs in occupational education at the local administrative level, (2) to assist local occupational education personnel in planning such programs, and (3) to develop strategies by and through which the Center may provide consultation and assistance for the initiation and execution of developmental and related programs in cooperation with Research Coordinating Units and other research organizations. Papers presented were (1) "The Need for Developing a New Kind of Vocational Program" by L.G. Benham, (2) "A Description of the Hudson, Ohio, Pilot Program in Vocational Education" by M.P. Pace, (3) "Establishing Objectives and Developing Procedures for Developmental, Pilot, and Innovative Programs" by L.J. Phipps, (4) "Evaluation of Developmental, Pilot, and Innovative Programs" by L.J. Phipps, (5) "The National Program of Educational Laboratories" by F. Schmidtlern, and (6) "Vocational and Technical Eduction and ERIC" by C. Wilson. Summaries of participant reactions are included. (EM)

VT 003 307   ED 018 627
Miller, Paul A.
University Perspectives on Manpower.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.28
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.
Pub Date - Jul67 30p.; Speech given before the Seminar on Manpower Policy and Program (Washington, D.C., September 14, 1966).

*MANPOWER DEVELOPMENT; *UNIVERSITIES; RESPONSIBILITY; RESEARCH; EXPERIMENTAL PROGRAMS; EDUCATIONAL PROGRAMS; VOCATIONAL EDUCATION; *SPEECHES
*SEMINAR ON MANPOWER POLICY AND PROGRAM

Institutions of higher learning are moving increasingly into the public policy sector of the development process of the country. The modern development of economic organizations and refined management of production systems include the centers of knowledge as important parts of business and industrial enterprise. The university has four general responsibilities related to manpower. There is a contemporary need for the university to broaden the notion of manpower to include the full manpower spectrum. It should also give research and experimentation emphasis to the areas of statecraft and vocational or technical education by comprehending, inventing, suggesting, and evaluating promising avenues of technical work. There is an opportunity for the modern university to influence a dynamic manpower policy by improving its articulation and interdependence with the public schools. It must also reconcile its traditional sentiment of disengagement with a contemporary need to consider that continuous education on a lifetime basis is required. The university, as a central force in the American system, is not altogether prepared to give meaning to the vast technological machinery of an urban industrial civilization, but as it finds new ways to influence understanding and regard for the world of human work, it may help in achieving the quality of life for which technology is designed in the first place. Discussion period comments are included. (BS)

VT 003 519   ED 016 817
Morsch, William C.; Griest, Jeanne
Occupation Education Requirements Analysis. Technical Note-47.

National Center for Education Statistics, Washington, D.C. Div. of Operations Analysis
EDRS PRICE MF-$0.25 HC-$1.72
Pub Date - 12Dec67 41p.

*VOCATIONAL EDUCATION; LABOR MARKET; *EMPLOYMENT PROJECTIONS; *EDUCATIONAL PLANNING; EDUCATIONAL NEEDS; SYSTEMS DEVELOPMENT; EMPLOYMENT OPPORTUNITIES
OERA

The Occupational Education Requirements Analysis (OERA) system is a research effort designed to develop a feasible method of projecting vocational education requirements that will satisfy labor market needs. The outputs of the OERA will be annual projections of employment demands in occupations classified by vocational education prpgrams. These will respresent the number of employees needed in positions for which that type of vocational preparation would have equipped them rather than the number of employees who will have received the vocational preparation. The OERA system consists of a three-step process: (1) It assumes employment projections to a target year for each of a number of economic sectors, (2) It assumes having information on the proportion of total employment in each economic sector with the selected types of educational preparation, and (3) The end result is obtained by multiplying employment, sector-by-sector, in the specified state or locality by these proportions and summarizing by the type of education. Preliminary computer runs have provided data that are indicative of future possibilities only, rather than suitable for current use for planning purposes. A classification of economic sectors and a description of the COBOL and FORTRAN computer programs are included. (MM)

VT 003 555   ED 018 632
Beckman, Ann C.; Quirk, Cathleen
Research in Apprenticeship Training, Proceedings of a Conference (Madison, Wisconsin, September 8-9, 1966).

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-$1.00 HC-$8.12
The Center for Studies in Vocational and Technical Education, Social Science Building, 1180 Observatory Drive, Madison, Wisconsin 53706 ($3.00).
Pub Date - 67 201p.

*CONFERENCES; *APPRENTICESHIPS; SKILLED OCCUPATIONS; ADVISORY COMMITTEES; TRADE AND INDUSTRIAL EDUCATION; INDUSTRIAL TRAINING; MINORITY GROUPS; PREVOCATIONAL EDUCATION; EMPLOYMENT PROBLEMS; ECONOMIC STATUS; LABOR MARKET; NEGROES; SPEECHES; LABOR UNIONS; PUBLIC POLICY
WISCONSIN; NEW YORK; RESEARCH CONFERENCE ON APPRENTICESHIP TRAINING

Thirty-three persons participated in the Research Conference on Apprenticeship Training cosponsored by the Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, and the Center for Studies in Vocational and Technical Education, the University of Wisconsin. The objectives of the conference were to (1) present the findings of objective, scholarly research on apprenticeships, (2) provide balanced participation by bringing together representatives from universities, government, labor, and management, and (3) stimulate a dialogue among the various groups interested in apprenticeship training. Papers presented were: (1) "Apprenticeship in the United States, Labor Market Forces and Social Policy," by D.J. Farber, (2) "Apprenticeships and the American Labor Movement," by V.E. Jirikowic, (3) "The Pursuit of Excellence in Apprenticeship Training, Research, Procedures, Instruments, and Challenges," by A.S. Drew, (4) "Related Instruction, Basic Problems and Issues," by G. Strauss, (5) "A Study of Registered Joint Apprenticeship

Committees in Wisconsin Building Trades," by A.C. Filley, (6) "A Perspective on Apprenticeship Today," by Hugh Murphy, (7) "Increasing Apprenticeship Opportunities Through Preemployment Training," by J.S. McCauley, (8) "National and State Apprenticeship, 1960-1966, Up to Date or Out of Date," by F.F. Foltman, (9) "Negro Participation in Apprenticeship Programs," by R. Marshall, and (10) "The Negro Apprentice Training Programs, and Testing," by I. Kovarsky. The discussions following each presentation are included. (HC)

VT 003 590
Arnold, Walter M.
The Federal Government's Role in the Training of Technicians.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 14p.; Paper presented at the Spring Meeting of the Industrial Research Institute (Boca Raton, Florida, May 1965); Reprint from Research Management; v8 n6 1965.

*FEDERAL LAWS; FEDERAL PROGRAMS; FEDERAL STATE RELATIONSHIP; *TECHNICAL EDUCATION; *GOVERNMENT ROLE; *FINANCIAL SUPPORT; SUBPROFESSIONALS; FEDERAL GOVERNMENT; EDUCATIONAL PROGRAMS

The role of the federal government in educating highly skilled technicians is to promote and assist in establishing high quality programs in all of the states, wherever there is a labor force need for trained personnel or where there are persons who can profit from such specialized occupational education. The need for educating highly skilled technicians was first recognized and implemented by federal legislation with the passage of Title VIII of the National Defense Education Act (NDEA) of 1958. Under this Act, the U.S. Office of Education was directed to administer grants of funds to the states to be matched by the states dollar for dollar, to train highly skilled technicians "necessary for national defense." The Vocational Education Act of 1963 made permanent the provisions of Title VIII of the NDEA for training highly skilled technicians. Funds under the Act of 1963 may be used for construction of facilities, as well as for teacher salaries, libraries, laboratories, and equipment, and needed materials and services for educating technicians. The Higher Education Facilities Act of 1963 provides that 22 percent of the $1.2 billion authorization be used for constructing facilities for public community colleges and public technical institutes which meet the requirements of the Act. Federal legislation has emphasized education as an important investment in people, and the education of skilled technicians is an essential part of such a program. (HC)

VT 003 701 ED 013 098
Harris, Norman C.
Developments in Technical and Vocational Education. Dimensions in Higher Education Number 23.

Duke Univ., Durham, N.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.08 OEC-2-6-061722-1742 24
BR-6-1722
Pub Date - Apr67 123p.

*LITERATURE REVIEWS; *TECHNICAL EDUCATION; TECHNICAL OCCUPATIONS; *SUBPROFESSIONALS; JUNIOR COLLEGES; *COMMUNITY COLLEGES; VOCATIONAL EDUCATION; HISTORICAL REVIEWS; PRACTICAL ARTS; LIBERAL ARTS; RESEARCH NEEDS; *EDUCATIONAL PROBLEMS; EDUCATIONAL PHILOSOPHY; ANNOTATED BIBLIOGRAPHIES

A mid-1960 report on the role of higher education in middle manpower development is presented. The spectrum of middle manpower is defined as consisting of those jobs with a balance of cognitive and manual content which lie between the recognized professions and the manual skill occupations. The major sections are: (1) an historical examination of the dichotomy betweem the liberal and practical arts with reference to educational philosophy, recent research, and manpower conferences, (2) an analysis of the middle manpower occupations in several fields, (3) a description of the kinds of colleges and schools engaged in technical-vocational education and an analysis of their performance, (4) the identification of current and recurring problems in collegiate-technical education, and (5) a list of needed research. Some of the 15 research suggestions were for (1) studies of the real demands of entry jobs, (2) an inquiry into the union-controlled apprenticeship system, (3) a study of the status of the technician, (4) an exploration of the suitability of programed learning and educational media, (5) experimental studies to evaluate the importance of general education content in collegiate-technical curriculums, (6) a cooperative project to establish models for "open-ended-curriculums" which would provide job competence and college transferability, (7) feasibility studies of a freshman core curriculum in technician programs, and (8) economic studies which would yield information on the economic value of the 2-year collegiate-technical program. An annotated bibliography of 118 books, periodical articles, governmental agency reports, and unpublished works dated from 1931 to 1966 is included. (EM)

VT 003 721
Adult D.E. Programs in the Secondary School. Procedures Manual.

Indiana State Dept. of Public Instruction, Indianapolis
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct66 6p.

*DISTRIBUTIVE EDUCATION; *ADULT VOCATIONAL EDUCATION; *FINANCIAL SUPPORT; *FINANCIAL POLICY; PROGRAM ADMINISTRATION; *PROGRAM GUIDES; STATE STANDARDS; HIGH SCHOOLS

Information on reimbursement policy is presented to facilitate planning and initiating adult distributive education programs in the secondary schools. The "incentive" reimbursement of $5.00 per hour for the person who coordinates the program is provided regardless of whether or not the program is self-supporting. Reimbursement to school corporations for adult programs is contingent upon their adherence to the reimbursement criteria: (1) The preliminary report (form DE-4) must be on file in the state department 2 weeks prior to the first class meeting, (2) The actual cost and enrollment (form DE-5) must be on file 2 weeks after the course is completed, (3) The DE-4 form must be approved by the State Supervisor of DE and the State Director of Vocational Education, (4) The majority of enrollees must represent distributive businesses, (5) The course must meet for a minimum of 10 clock hours, (6) The course should have a minimum of 15 enrollees, (7) A course outline must be on file in the state department prior to the first class meeting, (8) The reimbursement of coordination and other expenses requires that all forms be completed, signed by school officials, and notarized, and (9) All aspects of the course must conform to the basic concepts of vocational education. The purpose for reimbursing is to encourage development of such courses where there is a felt need, promote establishment of specialized courses that may not be self-supporting and provide funds for promoting and coordinating such courses. (MM)

VT 003 888 ED 018 645
Smith, Clodus R.; Connolly, John
Proceedings of National Seminar on Program Planning, Budgeting and Evaluation, Vocational-Technical Education. Final Report.

Maryland Univ., College Park
EDRS PRICE MF-$0.50 HC-$2.64 OEG-2-7-070451-3009 08
BR-7-0451
Pub Date - 15Dec67 64p.

*SEMINARS; *PROGRAM PLANNING; *PROGRAM BUDGETING; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; POVERTY PROGRAMS
*NATIONAL SEMINAR ON PROGRAM PLANNING, BUDGETING AND EVALUATION

Thirty-nine federal and state educators from 33 states, 23 resource personnel, and 15 staff and chairmen participated in a seminar to (1) develop insights into the principles and process of program planning, budgeting, and evaluation, (2) involve state, regional, and local staff members, (3) develop a cadre of knowledgeable vocational educators, and (4) develop guides and models. Presentations included (1) "Developing Policy and Procedures to Achieve Goals and Objectives," by Joseph Hall, (2) "The War on Poverty," by Harry Hallery, (3) "Framework for Program and Financial Planning," by Grover Durnell, (4) "Resources from Title V for Planning and Developing in Vocational-Technical Education," by Harry Phillips, (5) "Resources from Title III for Planning and Developing Vocational-Technical Education" by Lee L. Wickline, and (6) "Work of the Advisory Council on Vocational Education" by Melvin Barlow. Other presentations on such subjects as budgets, evaluation, program planning, objectives, policy and procedures, and sources and use of data are summarized. An earlier address by Carl D. Perkins and material on the seminar planning units are included. Documents reporting related seminars and conferences are VT 002 137, VT 002 105, and VT 003 630. (EM)

VT 004 017
Dunn, Charlie M.
Summer Technical Training Program at Kirkman Technical High.

Tennessee State Dept. of Education, Nashville. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 25Sep67 13p.

*EXPERIMENTAL PROGRAMS; *ENRICHMENT EXPERIENCE; *VOCATIONAL EDUCATION; *SUPERIOR STUDENTS; HIGH SCHOOL STUDENTS; TRADE AND INDUSTRIAL EDUCATION; STUDENT ATTITUDES; PROGRAM ATTITUDES; CHANGING ATTITUDES; TECHNICAL EDUCATION
TENNESSEE

A 3-year summer vocational education training program was designed to provide an opportunity for the above average junior and senior high school student to become involved in vocational programs suitable for his interest and aptitude. Sixty-seven students attended 3-hour blocks of occupational training in electronics, drafting, and machine shop under experienced vocational teachers as a 90-hour, non-credit, enrichment program without grades. The students were free to explore their selected areas of interest to limits of their abilities, and records were kept of the progress made by each student. A vocational education attitude survey questionnaire was administered to the students during the last week of the program to help identify attitude changes. Approximately 95 percent of the students agreed that the program was a rich experience and that they would recommend it to other students. Although a majority of the students were probably college oriented, 48 percent agreed that a vocational school would be a satisfactory place for them to continue their education. Eighty-eight percent agreed that their work habits had improved because of their summer shop experience. A student followup was to be made to ascertain the influence of these students in orienting fellow students to the opportunities offered by a technical school. (WB)

VT 004 054
Shadle, Owen
Part-Time Cooperative Industrial Education, A Guide for Administrators, Supervisors, and Coordinators.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 55p.

*PROGRAM GUIDES; *COOPERATIVE EDUCATION; HIGH SCHOOLS; *TRADE AND INDUSTRIAL EDUCATION

This manual was developed by vocational instructors in summer workshops to provide frequently needed information for coordinators, supervisors, and administrators. Topics include: (1) Advantages of the Program, (2) Facts about the Part-Time Cooperative Industrial Education, (3) Reimbursement to School, (4) Qualifications of Teachers, (5) Advisory Committees, (6) The Beginning Coordinator, (7) Selection of Students, (8) Placement of Students, (9) Coordinator's Yearly Time Schedule, (10) Recommended Coordinator's Daily Time Schedule, (11) The Related Instruction Class, (12) Group Instruction, (13) Supervised Technical Study, (14) Personal Conferences, (15) Promotion and Surveys, (16) Followup, (17) Laws Affecting Co-op Training, (18) Child Labor Law of the State of Iowa, (19) Iowa's Workman's Compensation Law, Unemployment Compensation, (20) Social Security, (21) Child Labor Provisions of the Fair Labor Standard Act, (22) Hazardous Occupations, and (23) Bureau of Apprenticeship and Training. Supplementary materials include samples of nine forms, a bibliography of selected references, and a glossary. (EM)

VT 004 194 ED 019 472
Sweany, H. Paul
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools. Final Report of Project 601.

Michigan State Univ., East Lansing. College of Education
EDRS PRICE MF-$0.25 HC-$0.72 OEC-5-85-111
Pub Date - 67 16p.

*VOCATIONAL EDUCATION; *HIGH SCHOOLS; *RURAL SCHOOLS; PILOT PROJECTS; *SMALL SCHOOLS; GRADE 9; PROGRAM DESCRIPTIONS; *PREVOCATIONAL EDUCATION; DEMONSTRATION PROGRAMS; PROGRAM DEVELOPMENT; INSERVICE TEACHER EDUCATION
MICHIGAN

The major purpose of this project was to improve the quality and image of vocational education in rural secondary schools through the use of innovative curriculums. A 3-day preschool workshop and several conferences for vocational teachers, counselors, and administrators from three participating schools were held to study problems in implementing courses having content common to several occupations and in restructuring the curriculum. Schools were given freedom in adjusting schedules and courses to provide the necessary instruction. All ninth grade students were encouraged to enroll in an occupational survey course to assist them in career and educational planning by interpreting their interests, aptitudes, and vocational abilities and by introducing them to careers in major occupational fields. Common competencies of several occupations were taught, and simulated work experience was substituted for supervised job experience where work stations were not available. Data consisting chiefly of intelligence quotients, grade achievements, and interests and aptitudes measured by standardized tests had not been analyzed at this reporting time. Tentative conclusions indicated only tendencies. For instance, it appeared that many students had been employed for pay in doing very simple jobs, and vocational choices or interests had not concentrated in closely related fields. During the second year, clinical schools were to be encouraged to offer vocational courses and in the third year, they were to try out a variety of ways to simulate occupational work. (EM)

VT 004 376 ED 020 326
Asbell, Bernard
New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS. OEC-1-6-0004-32-0432
OE-80047
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280--80047, $.30).
Pub Date - 67 61p.

*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); *EDUCATIONAL CHANGE; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; *EDUCATIONAL INNOVATION; POST SECONDARY EDUCATION
SAN FRANCISCO; CALIFORNIA; *RICHMOND PRETECHNICAL PROGRAM; WARREN; OHIO; GEORGIA; PHOENIX; ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the gap between development and adaptation of educational practice, visibility has been given to communities which have introduced new curriculums, teaching methods, and institutional patterns. Five locally-initiated programs which have attempted to provide a flexibility of the educational system to meet the needs of students of various backgrounds and ability levels have been selected for exposure on the basis of community size, geographical region, and program type. The "Richmond Pretechnical Program" now operating in 19 high schools in the San Francisco Bay Area uses students' practical and occupational interest as a means of developing general and academic skills by unifying physics, math, English, and shop courses to eliminate artificial fragmentation of subject matter. Georgia's 18 post-secondary vocational schools, geared to industry demands, required changed attitudes and new administrative techniques to grow from a school system devoted almost entirely to training for agricultural occupations. The "Market Street School" in Warren, Ohio, brought sixth to ninth grade slow learners together in an entirely new environment to provide needed general and vocational skills. Phoenix, Arizona, built into its educational structure a complete paramedical training capability by cooperative effort of the professions, hospitals, educational institutions, and education leaders at state and local levels. Quincy, Massachusetts, is an example of a city in which vocational education has shifted from training for a single skill to preparing individuals for a cluster of occupational skills. (JM)

VT 004 378 ED 017 683
Rihm, Alma, And Others
A Transition in Nursing Education--Guidelines Resulting from the Phasing Out of a Diploma Nursing Program and the Establishment of an Associate Degree Program.

New Mexico Occupational Research and Coordinating Unit, Santa Fe
EDRS PRICE MF-$0.50 HC-$5.12
Pub Date - Oct67 126p.

PROGRAM DEVELOPMENT; *HEALTH OCCUPATIONS EDUCATION; *ASSOCIATE DEGREES; *NURSES; TECHNICAL EDUCATION; CURRICULUM; *GUIDELINES; BIBLIOGRAPHIES
ALBUQUERQUE; NEW MEXICO

Position statements of nurses' associations indicated that all nursing education should move into the mainstream of general education with professional programs in colleges or universities at the baccalaureate or higher level, all technical programs in junior or community colleges at the associate degree level, and all preservice programs in vocational educational institutions. Many present programs will be closed and new ones established to conform to the desired pattern. Guidelines which evolved from phasing out the Regina School of Nursing and establishing an associate degree program within the University of Albuquerque could be adopted by other institutions facing such change. The manual suggests procedures for establishing an associate degree program and explains adaptations made by the Regina School of Nursing and the University of Albuquerque for the following: expectations for the associate degree graduates, obstacles to establishing associate degree programs, initial planning, philosophy and objectives, educational organization and administration, faculty, curriculum, students, graduates, and evaluation. A final chapter presents specific recommendations for phasing out an existing program. An extensive bibliography, names of agencies providing material and information, an equipment estimate for the nursing arts laboratory, recommended library accessions, a sample form of contract between the hospital and the university, public relations letters, and a curriculum planning tool are included. (JK)

VT 004 422 ED 020 328
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation. Phase I--Manpower Needs, Data Collection Devices and Occupational Clusters. Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.
EDRS PRICE MF-$1.25 HC-$10.92 OEC-5-85-049
BR-5-0017
Pub Date - Sep67 271p.

*VOCATIONAL EDUCATION; *PROGRAM PLANNING; *PROGRAM EVALUATION; *INFORMATION NEEDS; *DATA COLLECTION; HUMAN RESOURCES; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL CLUSTERS; QUESTIONNAIRES; STUDENTS; DROPOUTS; EMPLOYEES; EMPLOYERS; HIGH SCHOOLS; COMMUNITY COLLEGES; MANPOWER NEEDS; INFORMATION SOURCES; PROPRIETARY SCHOOLS; TASK ANALYSIS; GUIDELINES
OREGON

The objective of the study was to develop a dynamic system for the input of data on human and occupational resources for use in developing vocational education programs to meet current and future occupational needs. In the first of four phases, the objectives were to develop (1) data gathering instruments designed to continuously assess human resources, employment opportunities, and educational programs, (2) a system for assessing job opportunities which cluster required job skills and mental processes, and (3) manuals of procedure for use by field personnel in administering data gathering instruments and employing the clustering system. Survey questionnaires to be used with students, dropouts, employees, employers, secondary school vocational programs, community college vocational programs, and proprietary schools were developed, field tested, analyzed, and modified. A two-dimensional clustering system which combined worker functions and processes was developed. Jobs in occupational areas representing mechanical, electrical, and symbolic skills were used as samples in developing task descriptions and numerical loadings from which clusters were formed. Guidelines were prepared for administering data gathering instruments and employing the clustering system. Included are (1) detailed descriptions of instrument development, (2) a bibliography, and (3) extensive appendixes contained related information, an instrument analysis, the guide for administering instruments, the instruments, a supplement to instrument utilization, task descriptions, and classification loadings. (JM)

VT 004 531
Snepp, Neil Owen
Agricultural Offerings in Community Colleges in the United States.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-7056, $3.10 microfiche, xeroxed copy $10.80).
Pub Date - 63 244p.

*AGRICULTURAL EDUCATION; *PROGRAM DEVELOPMENT; ADULT EDUCATION; *GUIDELINES; *COMMUNITY COLLEGES; TECHNICAL EDUCATION; TRANSFER PROGRAMS; VOCATIONAL EDUCATION; *NATIONAL SURVEYS; CURRICULUM
OHIO

The purpose of the study was to propose an initial post-secondary level program in agriculture for Ohio community colleges. Questionnaires were sent to a sample of 161 public community colleges, representing 69 percent of those in the United States offering agriculture. Questionnaire response from 72 percent of the sample and additional data from 44 of 50 state vocational education directors showed: (1) While 30 percent listed agriculture as a curriculum, they were actually offering preagriculture, (2) Transfer and technical programs enrolled 80 percent of the students, and adult education programs were virtually nonexistent, (3) Although the majority of the agricultural programs had fewer than 50 students, 25 percent had enrollments of over 100 and were more comprehensive, (4) Capital costs were met with state funds, and operating costs by a combination of state and local funds plus tuition, (5) Public understanding and financial support were listed as major problems in establishing and operating agricultural programs, and (6) It was felt that transfer, technical, vocational, and adult education curricula should be included in junior college agricultural curriculums. To provide direction for community college agricultural programs, 21 guidelines were formulated. A summary is available as ED 013 869. (JM)

VT 004 537
Clary, Joseph Ray
Guidelines for the Development of Training Programs for Agricultural Technicians.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-1169, microfilm $4.20, xeroxed copy $14.65).
Pub Date - 64 309p.

*GUIDELINES; NATIONAL SURVEYS; *AGRICULTURAL TECHNICIANS; PROGRAM CONTENT; PROGRAM GUIDES; *PROGRAM DEVELOPMENT; *PROGRAM PLANNING; *POST SECONDARY EDUCATION; COMMUNITY COLLEGES; JUNIOR COLLEGES; PROGRAM ADMINISTRATION; AREA VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES

The major purpose of this national study was to develop guidelines for use in planning and conducting training programs for agricultural technicians at the post-secondary level. Fifty-nine training programs for agricultural technicians were identified in 25 technical institutes, junior colleges, comprehensive colleges, and area vocational-technical schools. Data on the status and characteristics of present training programs of agricultural technicians were secured by use of structured check list. A tentative list of guidelines and supporting statements compiled from an extensive review of literature were evaluated by a national jury of leaders in technical education fields, were synthesized, refined, and evaluated for: (1) objectives of the program, (2) types of programs offered, (3) curriculum content, (4) recruitment, (5) student services, (6) library, (7) instructional staff, (8) facilities and equipment, (9) acceptance by industry, business, and educational leaders, (10) evaluation, (11) accreditation, and (12) location. This Ph.D. thesis was submitted to The Ohio State University. A briefer report of the study is available as ED 012 752. (WB)

VT 004 590 ED 020 348
Straubel, James H., And Others
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems. Final Report.

Aerospace Education Foundation, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.20 OEG-0-8-088018-0201-085 08
BR-8-8018
Pub Date - Nov67 28p.

*FEASIBILITY STUDIES; *EDUCATIONAL PROGRAMS; *ADOPTION (IDEAS); COURSE EVALUATION; *MILITARY SERVICE; ELECTRONICS; AVIATION MECHANICS; MEDICAL SERVICES; EVALUATION CRITERIA; VOCATIONAL EDUCATION
UTAH

The objective of this study was to make an initial determination of the feasibility of adapting, implementing, and evaluating within the Utah educational system three Air Force courses: electronics principles, medical service specialist course, and aircraft mechanics. The first phase of the study was concerned with establishing criteria against which the initial assessment of feasibility could be made. Factors involved were: (1) terminal objectives, (2) prerequisite behaviors, (3) instructional scope, (4) instructional strategies and methods, (5) student motivation and attitudes, and (6) student proficiency yield. The second phase dealt with the selection of manageable segments from each course, review of the segments, and rendering judgments concerning the feasibility of continuing the study. Although feasibility varied somewhat as a function of course segment, it is feasible to proceed with adaptation, implementation, and evaluation of the three Air Force course segments. It is likely that many civilian education systems could benefit greatly from use of selected military instructional courses. It was recommended that steps be taken immediately to proceed with the program in Utah. (HC)

VT 004 604
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter, First Year (Extended), April 1, 1967-September 30, 1967.

Delaware State Dept. of Public Instruction, Dover
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 25p.

*RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; INFORMATION DISSEMINATION; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS; *EDUCATIONAL RESEARCH; PROGRAM DEVELOPMENT

The overall purpose of the Delaware Occupational Research Coordinating Unit is to encourage throughout the state the initiation of occupational research and development activities, provide resource material on current developments in the field, and to assist in designing research and developmental programs in vocational-technical education and related areas. The Unit's first-year activities are reported in relation to the six components of its overall objective. Representative of the activities are (1) preparing a synthesis of occupational data to provide guidance to the advisory committee of a projected vocational-technical high school, (2) establishing occupational materials mailing lists and distributing original and recopy material on occupations to local teachers and State supervisors, (3) distributing special information packets to state and national agencies and institutions, (4) expediting 10 proposals designed to serve persons with special needs, (5) establishing a library of occupational resources material suitable for guidance personnel, and (6) publishing a newsletter, "Here's An Idea," for broadcasting innovative, inexpensive and applicable new ideas. The Unit's staff of four persons works directly with the local school districts, the area vocational-technical schools, the new technical and community college, and the vocational departments of the University of Delaware. (HC)

VT 004 614
Department of Agricultural Education. Annual Report.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 28p.

*AGRICULTURAL EDUCATION; *ANNUAL REPORTS; TEACHER EDUCATION; GRADUATE STUDY; RESEARCH PROJECTS; INSERVICE TEACHER EDUCATION; *UNIVERSITIES; RESEARCH AND DEVELOPMENT CENTERS; FOREIGN COUNTRIES; PUBLIC RELATIONS; EDUCATIONAL FACILITIES; PERSONNEL; INSTRUCTIONAL MATERIALS CENTERS
OHIO STATE UNIVERSITY

The 1966-67 Department report specifying its operations and accomplishments, is prepared by the staff for the purpose of making further improvements. The undergraduate program had 183 majors, offered 25 courses, qualified 58 teachers, recruited students, counseled majors, made curricular improvements, conducted a field-experience program in vocational agriculture and cooperative extension for 49 students in 21 school and 17 county training centers, sponsored the Agricultural Education Society with 75 members, and placed 58 graduates. In the graduate program, 155 students were enrolled, and 10 doctoral dissertations, 16 masters' theses and problems were completed and 28 other studies were in progress. One staff study was completed, and seven were in progress. The Center for Vocational and Technical Education employed four research associates and was engaged in four major activities in agricultural education. Inservice education for 46 new and returning teachers and others included workshops, visits, evaluations, and a conference. The staff was involved in projects in India and Brazil, and the department enrolled 20 foreign students. A curriculum materials laboratory produced 10 publications, have 11 in process, and made others available to teachers. The department had 34 full- and part-time staff members, eight graduate associates, and 10 full-time clerical workers. (JM)

VT 004 619 ED 017 711
Trapnell, Gail
Distributive Education Programs in Florida's Junior Colleges.

Florida State Dept. of Education, Tallahassee
EDRS PRICE MF-$0.50 HC-$2.52
FSDE-Bull-74H-7
Pub Date - Jun67 61p.

*DISTRIBUTIVE EDUCATION; *PROGRAM GUIDES; *JUNIOR COLLEGES; ADMISSION CRITERIA; ADMINISTRATOR GUIDES; PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION
FLORIDA

The purpose of this guide is to assist junior college presidents, chairmen of business administration departments, and teacher coordinators in organizing, operating, and administering distributive education programs in junior colleges. It was developed under the supervision of a state level curriculum specialist for distributive education. The sections are (1) Introduction which includes information on marketing in the American economy, distributive education, at all levels and specifically in the junior college, (2) Program Organization which includes types of programs, admission requirements and selection of students, patterns of organization, and basic components of the midmanagement program, and (3) Program Operation and Administration which includes staff, advisory committees, facilities, cocurricular activities, program promotion, and evaluation. The appendix contains a bibliography and five forms for use in implementing the midmanagement program. (MM)

VT 004 620 ED 017 712
The Project Plan for Distributive Education in Florida High Schools.

Florida State Dept. of Education, Tallahassee
EDRS PRICE MF-$0.50 HC-$2.80
Pub Date - Jan67 68p.

*PROJECT TRAINING; *PROGRAM GUIDES; PROGRAM DEVELOPMENT; HIGH SCHOOLS; *CURRICULUM; *DISTRIBUTIVE EDUCATION; COOPERATIVE EDUCATION

The purpose of this document is to serve as a guide to distributive education personnel and school administrators in developing and implementing the project plan of training high school students for careers in marketing and distribution. The project plan involves a regularly scheduled series of individually designed learning activities that give students an opportunity to apply theory in practice while developing competencies through projects related to the distributive occupational objectives. It extends classroom instruction with a laboratory environment. The areas discussed are (1) purposes and need for the program, (2) comparison of cooperative and project plans, (3) anticipated learning outcomes, (4) curriculums for distributive education, (5) principles for developing a project plan curriculum, (6) occupational competencies required for distributive employment, (7) project method and techniques of instruction, (8) procedures for developing a project plan program, (9) types of organizational plans, (10) advisory committees, (11) program personnel, (12) facilities, and (13) conditions for a quality program. Forms to be used in developing the program are included: student application, survey for a new program, survey of distributive job opportunities, and survey of student interest in distributive education. (MM)

VT 004 630   ED 018 656
Smith, Clodus R.; Himmele, Irvin H.
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation. Final Report.

Maryland Univ., College Park
EDRS PRICE MF-$0.25 HC-$1.68   OEG-2-7-070451-3009   08
Pub Date - 15Dec67 40p.

*SEMINARS; *PROGRAM EVALUATION; GUIDELINES; *VOCATIONAL EDUCATION; *LEADERSHIP TRAINING; PROGRAM BUDGETING; *PROGRAM PLANNING; CONFERENCES

Thirty-four participants representing the leadership-action level of personnel throughout the nation and from the U.S. Office of Education evaluated the budgeting seminars held during 1967. Guidelines for seminar evaluation were presented: (1) "Rationale and Retrospect" by N. Edwin Crawford, (2) "Evaluation of Leadership Development and Program Planning and Budgeting Seminars" by A.H. Krebs, and (3) "Teaching-Learning Process Criteria for Continuing Evaluation" by Einar R. Ryden. Group sessions for evaluating the seminars considered objectives, participants, program content, techniques, and personnel. The group reports, plans for 1968 seminars, a general session critique, and a conference evaluation are included. Documents reporting the seminars are VT 002 105, VT 002 137, and VT 003 888. (EM)

VT 004 681   ED 018 657
Pierce, Wendell H.
Changing the Contexts in Which Occupational Education Takes Place.

Education Commission of the States. Ad Hoc Committee on Vocational-Technical Education
EDRS PRICE MF-$0.25 HC-$1.72
Pub Date - 67 41p.

*VOCATIONAL EDUCATION; *PROGRAM COORDINATION; PROGRAM DEVELOPMENT; PROGRAM PLANNING; PROGRAM IMPROVEMENT; *PLANNING COMMISSIONS; *PROGRAM PROPOSALS; ADVISORY COMMITTEES; *STATE PROGRAMS; MANPOWER UTILIZATION; REGIONAL PROGRAMS; CURRICULUM DEVELOPMENT; ECONOMIC DEVELOPMENT

Proposals for consideration by each of the 50 states are presented in the report by the Task Force on Vocational-Technical Education. A brief statement of Committee beliefs and observations precedes the proposals that (1) a Human Resources Council consisting of heads of departments of state government and lay citizens be established in each state to develop long-range goals for adding the community context for education to the present "school" context and to establish and coordinate the work of state-level commissions designed to bring contextual reform to the educational areas, (2) an Occupational Education Commission be established in each state with counterparts in local Community Advisory Councils to provide leadership and stimulate development of vocational-technical education programs in cooperation with the Human Resources Council, (3) a Manpower Coordinating Committee be established in each state to effect a maximum system-cost effectiveness in utilizing job training programs, (4) each state consider establishing a Task Force for Occupational Education and Economic Development to help build the state's industrial output through new or expanded industries, and (5) Regional Learning through Centers be established in each state to provide leadership for developing broad interdisciplinary curriculums geared to the individual and social needs and the resources of the region. The appendixes, the major part of the document, include the proposals in detail and information on the initial target population and approaches for state implementation of the proposals. (MM)

VT 004 703
Collins, Charlie J.
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region. Summary Report.

West Virginia Univ., Morgantown
MF AVAILABLE IN VT-ERIC SET.   OEC-5-10-101
BR-5-8275
Pub Date - 1Jan68 16p.

*INDUSTRIAL ARTS; PROGRAM DESCRIPTIONS; STUDENT CHARACTERISTICS; *TEACHER CHARACTERISTICS; EDUCATIONAL OBJECTIVES; *SECONDARY SCHOOLS; *SOUTHERN STATES; EDUCATIONAL PROGRAMS; INDUSTRIAL ARTS TEACHERS; *SCHOOL SURVEYS; TEACHING METHODS; STUDENT ENROLLMENT; EXPENDITURES
SOUTHERN APPALACHIAN REGION

"Study of Industrial Arts Education in the Public Secondary Schools of the Southern Appalachian Region" is summarized. See abstract of VT 004 836 which is the complete study. (EM)

VT 004 733   ED 020 375
Herndon, Leo Price
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-1512, microfilm $3.25, xeroxed copy $11.25).
Pub Date - 66 237p.

SURVEYS; *VOCATIONAL AGRICULTURE; ADULT FARMER EDUCATION; YOUNG FARMER EDUCATION; *ADMINISTRATOR ATTITUDES; *PARENT ATTITUDES; OFF FARM AGRICULTURAL OCCUPATIONS; *BOARDS OF EDUCATION; *EDUCATIONAL OBJECTIVES; ATTITUDES
NEW YORK

A mail survey was used to determine (1) what key local people felt should constitute selected aspects of vocational agriculture for high school students, young farmers, adult farmers, and related agricultural occupations, and (2) whether differences in means of agreement were affected by class grouping, enrollment size of the school district, and average farm income. The administrator, school board president, and two parents from each of 178 New York schools responded to 24 statements about vocational agriculture programs. Based on returns from 564 (79.2 percent) the high school program should (1) benefit both terminal and continuing students, (2) provide general education, (3) benefit students with vocations other than farming, (4) provide knowledge, skills, and expeience needed by those who plan to farm, (5) offer supervised farming programs, (6) be based on the many types of farming in an area, and (7) not be restricted to the last 2 years of high school. A young farmer program should include individual followup instruction. A program for off-farm agricultural occupations should be provided. The effects of class grouping, enrollment size, or average farm income of school district on agreement of means were not significant. This Ed.D. dissertation was submitted to Cornell University. (JM)

VT 004 788
Pickard, Robert F.
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.

Rhode Island State Dept. of Education, Providence. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov67 114p.

*ANNUAL REPORTS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *EDUCATIONAL OPPORTUNITIES; AREA VOCATIONAL SCHOOLS; *EDUCATIONAL NEEDS; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; STUDENT ENROLLMENT; CAREER CHOICE; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; ECONOMIC FACTORS; EDUCATIONAL FINANCE
RHODE ISLAND

Selected information and recommendation concerning further implementation of Rhode Island's plan to strengthen and expand economic growth, low unemployment rates, and industry-wide employment gains indicated the necessity for a program of vocational and technical education geared to sustain and promote a healthy economy. A considerable disparity between student educational choices and available job opportunities was evident in that while 57 percent of high school students prepared for college entrance and presumably professional careers, only 10 percent of the State's work force was in the profession. Inplant training will provide preparation for workers to fill less than 10 percent of the approximately 85,000 job openings projected for 1971. Recommendations concerned (1) expanding vocational and technical education programs to serve 17 percent of the secondary school enrollment by 1970 and 20 percent by 1971, (2) expanding distributive and business cooperative programs, (3) increasing aid to local communities for operating area programs, including adult training, (4) developing facilities to serve an additional 62[illegible] post-secondary students in 1973 and 400 in 1975, and (5) increasing the State vocational education staff as program activity increases. Also included are (1) data on 1966 enrollments by communities in area vocational school districts, area school programs and budgets, and finances, and (2) a bibliography. (HC)

VT 004 796
O'Donnell, Beatrice
Ten Michigan Communites Report on Educational Programs for Wage-Earning Occupations Related to Home Economics. Professional Education Series H.E. 9.

Michigan State Univ., East Lansing. College of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May67 68p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; FOOD SERVICE WORKERS; NURSES AIDES; POST SECONDARY EDUCATION; PREVOCATIONAL EDUCATION; HIGH SCHOOLS; *PROGRAM DESCRIPTIONS
MICHIGAN

In five communities in Michigan Home Economics-related occupational courses have been initiated at the secondary level. The report from Lapeer describes their training program for nurses aides. The dual program at Muskegon trains students to be food service workers, and offers general pre-employment preparation. Petroskey High School had a "Home Economics Occupational Orientation" class in 1965 and one in Hospitality Education in 1966. The Pontiac report describes their three occupational classes in home economics and the organizational framework in establishing them. The first two courses at Pontiac were for food service occupations and the third is a cooperative program related to the latter. The 2-phase Wayne program prepares food service workers. Grand Rapids has initiated three commercial foods courses, and two for "food supervisors" or school lunch managers and a commercial clothing class at the junior college level. The secondary schools offered vocational foods courses and a unit on job orientation. Reports from Alpina, Gaylord, Menominee, and Wyandotte, whose programs are in the initial planning stages, relate stages of implementation and decision making. Procedures for establishing such programs are described in VT 004 807. (FP)

VT 004 807
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics; A Report of a Cooperative Project. Professional Education Series Number HE 10.

Michigan State Univ., East Lansing. College of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun67 100p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; *TEACHER WORKSHOPS; PROGRAM PLANNING; ADVISORY COMMITTEES; SCHOOL COMMUNITY COOPERATION
MICHIGAN

The major objective of this project was to explore, use, and evaluate the cooperative approach of teacher education, leadership in the State Department of Education, and local action in initiating, planning, implementing, and evaluating occupational training programs related to home economics. Ten Michigan communities participated in the project. The project was organized into five phases: (1) In each community, three or more people knowledgeable about occupations studied employment opportunities, (2) Local teams, in a 2-week workshop, presented substantive content about occupational training and developed their local programs with assistance from specialists and consultants, (3) Local teams, in their communities, informed groups and stimulated interest in the programs, determined local resources, and made recommendations for actually implementing the programs, (4) All participating personnel met in clinical sessions to report progress, problems, help needed and proposed next steps, and (5) The project was evaluated by visits to the participating schools, written reports and publications, and judgment by the participants and a panel of specialists. Occupational programs were established in six communities and would possibly be developed in four others later. These programs included occupational orientation experiences, five included courses in food service and hospitality, one included a nurse aide course, one a general wage-earning course, and one five foods courses for adults. The workshop program, a list of participants, the agenda for the clinical sessions, reactions to and list of social action phases, letters, and forms ane included. The occupational home economics courses in each community are described in VT 004 796. (BS)

VT 004 918 ED 020 395
Roney, Maurice W.; Braden, Paul V.
Occupational Education Beyond the High School in Oklahoma, An Analytical Study with Recommendations for a Statewide System for Manpower Development.

Oklahoma State Univ., Stillwater. Research Foundation
Oklahoma Center for Economic Development, Norman
EDRS PRICE MF-$1.00 HC-$10.04
Pub Date - 15Jan68 249p.

*VOCATIONAL EDUCATION; *POST SECONDARY EDUCATION; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; STUDENT ENROLLMENT; ASSOCIATE DEGREES; EDUCATIONAL TRENDS; *EDUCATIONAL NEEDS; STATE SURVEYS; COST EFFECTIVENESS; *TECHNICAL EDUCATION; SUBPROFESSIONALS; OCCUPATIONAL MOBILITY; EMPLOYMENT PATTERNS
OKLAHOMA

Major findings and recommendations of a statewide study of educational services for youth and adults who have left high school and need occupational education and suggestions for a manpower development system are presented. Information was derived from available data, conferences with industry and government personnel, student questionnaires, and a graduate followup study. Some of the major findings were: (1) The state has, in effect, a two-level system of education, high school and college, while the occupational structure requires persons with an intermediate level of education, (2) Major population areas do not have adequate technical education services, (3) The state is not keeping pace with the national movement toward occupational education beyond the high school, (4) Schools are not producing the kinds and numbers of technical personnel needed to meet the future state manpower requirements, (5) Oklahoma industries are not employing available graduates of Oklahoma technical schools, and (6) Business, office, distributive, and paramedical programs at the associate degree level have not been developed. Priority needs in developing a state system of occupational education were: statewide planning, separate funding, verticle structure of occupational education, and a system of manpower development, to include manpower research, industrial planning services, and occupational education. Trends in occupational education, the present occupational system and occupational programs, costs and returns of technical education, graduate mobility, employment patterns, and those best served by occupational education beyond high school are discussed. A bibliography and research information are included. (MM)

VT 004 961
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs, Present and Projected to 1980, and Develop a Program of Action to Meet the State's Needs for Nursing Services.

Illinois Study Commission on Nursing, Chicago
Illinois Nurses' Assn., Chicago
Illinois League for Nursing, Chicago
MF AVAILABLE IN VT-ERIC SET.
Illinois League for Nursing, 6355 North Broadway, Chicago, Illinois 60626 ($2.00).
Pub Date - Jan68 82p.

*NURSING; *MANPOWER NEEDS; *EDUCATIONAL RESOURCES; EMPLOYMENT STATISTICS; HEALTH OCCUPATIONS EDUCATION; NURSES; HEALTH PERSONNEL; INTERAGENCY COORDINATION; *STATE SURVEYS; *EDUCATIONAL PLANNING
ILLINOIS

The main work of the Commission was done by seven standing committees representing nursing education and institutional, community health, mental health, occupational health, private duty, and office nursing. Fifty-four recommendations include increasing the number of baccalaureate programs from the present nine to 18-20 and of schools offering master's programs from four to six, establishing one doctoral program and a center for the study of community health services, improving faculty utilization by increasing enrollments and pooling faculty, initiating planning among university schools for specific contributions to be made by each, encouraging further guidance by the American Nurses' Association in developing roles and functions in specialized fields of nursing, and increasing salaries in recognition of other career opportunities, educational attainment,and experience. The following goals were adopted for 1980: increasing the total number of employed registered nurses from 33,613 to 58,000, the annual total of master's program graduates to 301, baccalaureate program graduates to 1,465, and associate degree and diploma program graduates to 2,374. The Commission further advocated an ongoing plan to implement its recommendations. An analysis of the present status of nursing in Illinois and a plan for a systematic appraoch to the development of nursing education involving community planning are treated in separate chapters. Detailed reports of the standing committes, including a nurse utilization study which presents a mathematical model for defining appropriate staffing patterns, will be available later. (JK)

VT 004 987
A Proposal for Redirecting Programs of Vocational Education in North Carolina.

North Carolina State Dept. of Public Instruction, Raleigh
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct63 36p.

*EDUCATIONAL PLANNING; *VOCATIONAL EDUCATION; *COMPREHENSIVE HIGH SCHOOLS; EDUCATIONAL NEEDS; COMPREHENSIVE PROGRAMS
NORTH CAROLINA

This proposal is directed at meeting the needs of the 81 percent of the State's youth who do not go to college by establishing comprehensive high schools within the State's education system. The schools would prepare students for college, or for entrance into technical occupations or a trade after graduation from high school or at the termination of a post-high school training program. The plan for the schools calls for compulsory orientation to vocational education at the ninth grade level through the course, Introduction to Vocational Education, followed in grades 10, 11, and 12, by a college preparatory, a technical assistant, or a trade or business program. From funds made available by the Clark-Long Act, the course, introduction to vocational education, was organized and introduced into 25 schools and correlated with English, math, and science courses in 15 additional schools. In five other schools, a comprehensive vocational program, consisting mostly of offerings in the trades areas, was initiated into grades 10, 11, and 12. Funds were requested to establish "pilot schools" for developing six technical assistant and modernizing and diversifying five trade programs as training centers for teachers responsible for starting such programs in the 45 experimental schools. Funds were also needed for activities essential to the effective operation of the comprehensive high school: (1) teacher training, (2) curriculum development, (3) research, (4) cooperation with industry, business, and public bodies. A proposed 3-year budget starting in 1964 and a timetable are included. (MM)

VT 004 999 ED 020 399
Statement on Nursing Education.

National League for Nursing, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$0.40
Pub Date - 67 8p.

*HEALTH OCCUPATIONS EDUCATION; *NURSING; *PROGRAM DEVELOPMENT; PRACTICAL NURSES; TEACHER SHORTAGE; HOSPITALS; JUNIOR COLLEGES; NURSES

In 1965, the League, in convention, adopted a resolution encouraging orderly movement of nursing education into institutions of higher learning, clear interpretation of the kinds of educational programs, and educational planning at all levels for a desirable balance of nursing personnel with various kinds of preparation. In 1967, the Board of Directors, acknowledging a serious shortage of faculty, the relatively slow increase in numbers of nurses preparing at the masters and doctoral levels, a growing imbalance in the ratio of registered nurses to auxiliary personnel, the marked movement toward the development of nursing programs in junior and senior colleges and universities, and the rapid closing of diploma programs, adopted a new statement. The statement affirmed that (1) Transference of nursing education programs from hospitals to education institutions should take place after determination that the educational institutions can prepare at least as many graduates as the hospitals and after community planning has assured that the resources of the new program will be adequate for quality education, and (2) There must be a greater proportion of professional nurses to technical and vocational nurses and a better balance between these groups and auxiliary personnel. Action to be undertaken included expansion and development of educationally sound associate degree and baccalaureate programs, assistance to all programs toward school and faculty improvement and student recruitment, and guidance in developing curricula for auxiliary nursing programs. An appendix includes nursing education information. (JK)

VT 005 022 ED 020 400
Education and Training of Technicians, Report of an Expert Conference (College of Education (Technical), Huddersfield, England, October 1966).

Commonwealth Education Liaison Committee, London (England)
DOCUMENT NOT AVAILABLE FROM EDRS.
Sales Section, British Information Service, 845 Third Avenue, New York, New York 10022 ($4.50).
Pub Date - 67 338p.; Report of an Expert Conference (College of Education (Technical), Huddersfield, England, October 1966).

*CONFERENCES; *TECHNICAL EDUCATION; *MANPOWER DEVELOPMENT; ECONOMIC DEVELOPMENT; EDUCATIONAL PROGRAMS; EDUCATIONAL PLANNING; TEACHER EDUCATION; *FOREIGN COUNTRIES; STUDENT ENROLLMENT; EDUCATIONAL ADMINISTRATION; *TECHNICAL OCCUPATIONS; EDUCATIONAL FACILITIES; EDUCATIONAL NEEDS; CURRICULUM; ADMISSION CRITERIA; DEVELOPING NATIONS
COMMONWEALTH COUNTRIES; *EXPERT CONFERENCE

A total of 118 delegates and observers representing 24 Commonwealth countries and British territories and a number of international organizations attended a conference to help each participating country secure the maximun possible improvement in its arrangements for educating and training technicians. Recognized experts presented the main themes of the Conference in lead papers which were discussed in plenary sessions. The lead papers were: (1) "Manpower Background of Technician Training and the Status of Technicians" by L.S. Chandrakant, (2) "Types, Content and Organization of Technician Education and Training for Men and Women, and Its Place in Education and Employment" by H.W. French, (3) "The Planning and Equipping of Institutions Including the Provision of Libraries, Text-Books, and Audio-Visual Aids" by R.E. Dunbar, (4) "The Supply and Preparation of Teachers and Ancillary Staff" by A. MacLennan, (5) "Entrance Requirements and Selection for Technician Education and Training, and The Evaluation and Recognition of Standards of Attainment" by J.T. Young, (6) "Administration, Finance, Control, and Inspection" by J.W. Galler, (7) "Assessment of the Present and Planned Provision of the Education and Training of Technicians in Commonwealth Countries" by J.C. Jones, and (8) "Aid Patterns and Commonwealth Cooperation" by R.K.A. Gardiner. The lead papers, working group reports, brief accounts of the discussion of these reports, a review of the conference, and a list of participants are included. (HC)

VT 005 029
Wingspread Conference on Fire Service Administration, Education and Research, Statements of National Significance to the Fire Problem in the United States.

Johnson Foundation, Racine, Wis.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 17p.

*CONFERENCES; *RESEARCH NEEDS; *FIRE PROTECTION; ORGANIZATIONAL CHANGE; COMMUNICATION PROBLEMS; PROFESSIONAL RECOGNITION; COMMUNITY RESPONSIBILITY; PUBLIC SUPPORT; EDUCATIONAL NEEDS; *FIRE SERVICE; *ADMINISTRATION

A conference of the Ad Hoc Committee on Fire Service Administration, Education, and Research was held as the first step in trying to isolate and define some of the major fire service problems so that additional research and study could be given to problems with high priority. The fire service as a whole lacks uniform standards of performance, educational achievement, and skill. Many individual fire departments have made progress in technology, tactics and strategy, and administration and organization. However, this progress has been largely dependent upon the caliber of leadership of individual fire chiefs and there is no assurance that the progress will continue or be maintained when there is a change in leadership. Management systems enhancing the coordination of the fire function above local level must be considered. Without this coordination at a national or state level, it is difficult to maintain open lines of communications within the service itself so that improved methods, techniques, and the systematic exchange of information and ideas can be facilitated. Examples of the 12 statements prepared by the Ad Hoc Committee to clarify understanding of the fire problem and the steps to be taken are: (1) Unprecedented demands are being imposed on the fire service by rapid social and technological change, (2) The public is complacent toward the rising trend of life and property loss by fire, (3) Behavior patterns of the public have a direct influence on the fire problems, and (4) The scope, degree and depth of the educational requirements for efficient functioning of the fire service must be examined. (HC)

VT 005 041 ED 017 733
Kotz, Arnold
Occupational Education--Planning and Programming, Volume One.

Stanford Research Institute, Rosslyn Plaza, 1611 North Kent Street, Arlington, Virginia 22209 ($6.00).
Pub Date - Sep67 221p.

*VOCATIONAL EDUCATION; PROGRAM PLANNING; SYSTEMS ANALYSIS; *COST EFFECTIVENESS; PROGRAM BUDGETING; TRAINING OBJECTIVES; *EDUCATIONAL OBJECTIVES; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; TECHNICAL EDUCATION; JOB TRAINING; INDUSTRY; *EDUCATIONAL PLANNING; CONFERENCES; CURRICULUM PLANNING; RESOURCE ALLOCATIONS; BIBLIOGRAPHIES
PPB SYSTEM,

Recommendations, conclusions, and position papers based on the results of a diagnostic survey conducted in six states and 11 communities are reported. They concern: (1) identification of the objectives and goals of occupational education, (2) structuring of alternative programs to achieve them, (3) cost-benefit analysis, and (4) projections of manpower supply and demand. With the survey findings and the position papers as background, an interdisciplinary conference was held at Airlie House with 38 participants, including economists, vocational educators, university and research personnel, administrators, systems analysts, and planners to determine the problems associated with planning and programing vocational education. Part I of the report includes "Major Recommendations and Conclusions," by Arnold Kotz. Part II is concerned with how objectives and goals are determined by states and communities. Objectives identified in the diagnostic survey are discussed. Position papers are: (1) "Objectives and Goals of Occupational Education" by Grant Venn, (2) "Evaluating Vocational Education: Problems and Priorities," by Garth Mangum, and (3) "Problems of Application of the Program Planning and Budgeting System to Education," by Charles Hitch. Part III, concerning alternative programs to achieve occupational education objectives, includes the papers: (1) "An Educational System for the Seventies," by David Bushnell and Robert Morgan, (2) "An Industrial Approach to Occupational Training," by Wilbur Landis, and (3) "Improved Planning for Vocational and Technical Education: A State Director's Perspective," by Robert Worthington. Transcripts of discussions following some speeches, a list of participants, objectives identified in the survey, steps in the program planning and budgeting approach, and a bibliography of 111 references used in the project are included. Additional papers are included in Volume Two (VT 005 042). (EM)

VT 005 042   ED 017 734
Kotz, Arnold
Occupational Education--Planning and Programming. Volume Two.

Stanford Research Institute, Menlo Park, Calif.
EDRS PRICE MF-$1.25 HC-$11.24
Stanford Research Institute, Rosslyn Plaza, 1611 North Kent Street, Arlington, Virginia 22209 ($6.00).
Pub Date - Sep67 279p.

*VOCATIONAL EDUCATION; *PROGRAM PLANNING; *PROGRAM BUDGETING; *COST EFFECTIVENESS; *PROGRAM EVALUATION; EMPLOYMENT PROJECTIONS; EVALUATION NEEDS; EDUCATIONAL POLICY; STATE FEDERAL SUPPORT; FEDERAL STATE RELATIONSHIP; FISCAL CAPACITY; ECONOMIC FACTORS; TECHNICAL EDUCATION; CHECK LISTS; LABOR MARKET; FEDERAL LAWS; MATHEMATICAL MODELS; SYSTEMS ANALYSIS; BIBLIOGRAPHIES

Additional position papers based on information gathered in the reconnaissance surveys of planning and programing in occupational education, reported in Volume One (VT 005 041), are presented. Part IV, concerned with program structure and budgeting and their relation to the planning process, includes the papers: (1) "Currents Policies and Practices," by Arnold Kotz, (2) "The Program Budget: Its Value to Education at Federal, State, and Local Levels," by Robert N. Grosse, (3) "Budgeting for Vocational-Technical Education," by Thomas G. Fox, and (4) "The Vocational Education Act of 1963: Intergovernmental Fiscal Relations," by Bruce F. Davie. Part V, an attempt to clarify the theoretical and methodological issues of an economic analysis of vocational education, includes (1) "Benefit Cost Analysis of Vocational Education--A Survey," by Bruce Davie, (2) "Economic Concepts and Criteria for Investment in Vocational Education," by Ernst Stromsdorfer, (3) "A Benefit-Cost Framework for Education," by Robert Spiegelman, (4) "A Summary Guide for Benefit Cost Analysis," by Elinar Hardin, (5) "Manpower Demand and Supply," by Arnold Kotz, (6) "Evaluation of Supply-Demand Projections, Concepts, and Techniques," by Thayne Robson, (7) "Forecasting Occupational Job Requirements," by Norman Medvin, (8) "Manpower Requirements to Meet National Goals in Research and Development," by Leonard A. Lecht, and (9) "Evaluation" and (10) "Organization for Planning," by Arnold Kotz. A 15-page "Checklist for School Evaluation," a bibliography of 111 references, and transcripts of several group discussions are included. (EM)

VT 005 048
Favreau, D.F.
Crisis in the Fire Service, the Educational Dimension.

International Fire Administration Institute, Albany, N.Y.
New York State Univ., Albany. Center for Executive Development
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 26Oct67 14p.; Speech delivered to the Committee on Fire Research, National Research Council at the National Academy of Sciences (Washington, D.C., October 26, 1967).

*SPEECHES; *FIRE SERVICE; *EDUCATIONAL NEEDS; CONTINUATION EDUCATION; *EDUCATIONAL PROBLEMS; PROGRAM IMPROVEMENT; TECHNOLOGICAL ADVANCEMENT; *FIRE SCIENCE EDUCATION; INTERNATIONAL ORGANIZATION

In 1957, the International Association of Fire Chiefs called for the creation of an educational institute which would be concerned with professional and educational development of fire service personnel. In 1958, the International Fire Administration Institute was incorporated by The Board of Regents of The University of the State of New York. The objectives of the Institute are to engage in research, to obtain, prepare, and distribute materials and courses of study in fire administration and related subjects, and to give assistance by grants or scholarships to students in the field of fire administration. In 1964, affiliation with the State University of New York at Albany enabled the Institute to broaden its activities and to utilize the resources of a multi-purpose university. The rapid changes and advances in knowledge, the swift obsolescence of techniques in vocational and professional careers, and the challenging and complex manpower utilization problems all have combined to place a new importance on education. Powerful currents are flowing toward professionalizing the fire service, and enhancing its educational posture, increasing research efforts, recruiting candidates with greater career potential, and creating a better public image in the community. A number of significant problems are being defined, and solutions must be sought if the fire service is to be staffed with personnel who are technically, conceptually, perceptually, and administratively competent. (HC)

VT 005 130
Emerson, Lynn A.
Technician Training Beyond the High School, Suggested Procedures for Planning Preemployment Programs.

North Carolina State Dept. of Public Instruction, Raleigh. Vocational Materials Laboratory
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun62 82p.

*PROGRAM GUIDES; *TECHNICAL EDUCATION; PROGRAM PLANNING; POST SECONDARY EDUCATION; PROGRAM DEVELOPMENT

This program guide describes the principles and procedures to be used by the educational administrator in developing full-time preemployment programs for training technicians at the post-high school level. The procedures cover planning for technician training programs in technical institutes, community colleges, junior colleges, and area vocational-technical schools which serve the needs of the post-high school students. The chapters of the document are (1) Program Planning for Preemployment Training of Technicians, (2) Identifying Technician Occupations, (3) Importance and Use of Advisory Committees, (4) Determining the Geographical Area to Be Served, (5) Making Occupational Surveys for Determining Needs for Technicians, (6) Using Survey Results for Determining Curriculums to be Offered, (7) Studying the Availability of Students, (8) Analyzing the Occupations for Training Content, (9) Developing the Curriculums, (10) Developing the Courses of Study, (11) Determining the Equipment Needs for Technician Training Programs, (12) Determining the Needs for Instructional Materials, (13) Instructional Staff Qualifications, Recruitment, and Training, (14) Setting Up Student Recruiting, Selection, and Placement Procedures, and (15) Establishing Effective Public Relationships. A bibliography is included. (HC)

VT 005 144
Wood, Herbert S.
A Study of Technical Education in California, with Guidelines for the Development and Operation of Technical Education Programs in the Junior College.

California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
CSDE-Bull-27, no.7.
Pub Date - Sep59 127p.

*TECHNICAL EDUCATION; *JUNIOR COLLEGES; *PROGRAM GUIDES; *PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION; TECHNICAL OCCUPATIONS; *STATE SURVEYS; GUIDELINES; CURRICULUM; EMPLOYMENT OPPORTUNITIES; PROGRAM PLANNING; OCCUPATIONAL INFORMATION; PROGRAM EVALUATION; OCCUPATIONAL SURVEYS; QUESTIONNAIRES
CALIFORNIA

The general purposes of the project were to study industry and public service requirements for trained technical employees and to examine the contributions of the junior colleges in training such personnel. Information on technical education in California colleges and other post-high school and technical institutions in various parts of the United States was acquired by personal interviews with different levels of educators involved in technical education, analysis of institutional catalogs, and a review of pertinent literature. Information on industrial technicians requirements was acquired by consultation with personnel directors, and a review of employment studies and other relevant literature. The findings were used as a basis for preparing a set of guidelines for organizing, operating, and evaluating technical education programs in junior colleges to help alleviate the serious and growing shortage of adequately trained technicians resulting from the changes and the expansion of industry, the many new applications of scientific development, and growing recognition of the importance of the technician in industrial manpower, and the serious lack of adequate technician training facilities. The guidelines provide information for determining needs for training, developing the curriculum, selecting instructors, planning facilities, counseling and selecting students, recruiting students, organizing a public relations program, determining and maintaining quality instruction, maintaining liaison with industry, and evaluating the program. The appendix includes a guide to the community occupational survey and selected survey and followup forms. (HC)

VT 005 145 ED 020 402
Hansen, Gary B.
Britain's Industrial Training Act: Its History, Development and Implications for America.

National Manpower Policy Task Force, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.40
Pub Date - Apr67 83p.

*LABOR LAWS; *INDUSTRIAL TRAINING; *ADMINISTRATIVE AGENCIES; *INDUSTRIAL STRUCTURE; *FOREIGN COUNTRIES; SCHOOL INDUSTRY RELATIONSHIP; FINANCIAL POLICY
*INDUSTRIAL TRAINING ACT; GREAT BRITAIN

When the foundation for the British educational system wad laid in 1870, the dichotomy between education and training was formalized. Employers provided the practical training in industry, and theory or academic courses were provided in the schools. The Industrial Training Act of 1964 gives the Minister of Labor power to establish Industrial Training Boards for such activites of industry and commerce as he thinks necessary. The incorporation of the industrial approach into the Industrial Training Act indicated that while the Government planned to accept far more responsibility for training, it did not intend to remove the focal point of training from industry. The duties and powers of the Industrial Training Boards are (1) to provide or secure the provision of sufficient training facilities for employees in their respective industry, (2) to make recommendations about the nature, length, standard, content, and other aspects of training, (3) to pay grants to employers providing training of an approved standard, and (4) to impose a levy on employers in their industry in order to accomplish the training program. The job of implementing the Act has proven to be a difficult and lengthy one. In addition, because the Act accepts the historical dichotomy between education and training, there is a danger that it may perpetuate or even sharpen the distinction at a time when that distinction is becoming less meaningful. Several elements in the British training system, such as the levy-grant scheme and occupational training on an industry basis, should be of considerable interest to the American educational system. (HC)

VT 005 151 ED 020 403
Higher Education in the Nation's Fire Service, International Fire Administration Institute.

New York State Univ., Albany. Center for Executive Development
EDRS PRICE MF-$0.50 HC-$2.44
Center for Executive Development, State University of New York at Albany, 135 Western Avenue, Albany, New York 12203 ($2.00).
Pub Date - Feb68 59p.

*EDUCATIONAL PROGRAMS; *COLLEGES; *FIRE SCIENCE EDUCATION; PROGRAM DEVELOPMENT; *CURRICULUM; *DIRECTORIES; STATE AGENCIES; CURRICULUM DEVELOPMENT

This publication is a revised and up-dated edition of a publication, "Fire Service Technology Curricula Survey," based on a survey conducted in 1966 by The International Fire Administration Institute for the purpose of ascertaining the scope of the fire education programs in the nation's institutions of higher learning. A directory of institutions of higher learning offering courses in fire science lists 58 schools in 18 states. Curriculum offerings in fire science administration and technology are listed for 14 of these programs. Background information for implementing fire science programs is given in "College and University Philosophy and Policy Regarding New Curricula" and "Recommendations for Fire Science Program Development and Implementation." Directories of state fire training supervisors and state fire marshals and a summary chart of fire science-administration courses and a U.S. map showing their location are included. (HC)

VT 005 158
Kitch, Donald E.; Smith, Wesley P.
Instructional Codes and Titles. Section 3.

California State Dept. of Education, Sacramento. Vocational Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 52p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; COURSE DESCRIPTIONS; *COURSES; *CODIFICATION; STATE STANDARDS

To standardize enrollment data collection and dissemination, instructional titles and code numbers have been organized under course titles and occupations for vocational agriculture, distributive, health occupations, home economics, office occupations, technical, trade and industrial, and work experience education. A six-digit code number can be used to indicate several levels of specificity within any one of these instructional areas. Descriptions of courses are included for those which are broad or which cannot be explained by title alone. This code is in compliance with a tentative reporting procedure established by the U.S. Office of Education under the name, "Standard Terminology for Instruction in State and Local School Systems: An Analysis of Instructional Content, Resources, and Processes." (EM)

VT 005 160 ED 017 741
Lin, Nan
Innovative Methods for Studying Innovation in Education and an Illustrative Analysis of Structural Effects on Innovation Diffusion within Schools.

EDRS PRICE MF-$0.25 HC-$1.56
Pub Date - 68 37p.; Speech delivered at the National Conference on the Diffusion of Educational Ideas (Michigan State University, March 26-28, 1968).

*EDUCATIONAL INNOVATION; *DIFFUSION; *RESEARCH METHODOLOGY; FIELD STUDIES; INFORMATION DISSEMINATION; SIMULATION; *STRUCTURAL ANALYSIS; RESEARCH NEEDS; GROUP STRUCTURE; INTERACTION PROCESS ANALYSIS; HIGH SCHOOLS; SOCIOMETRIC TECHNIQUES; SECONDARY SCHOOL TEACHERS; *COMMUNICATION (THOUGHT TRANSFER); *SPEECHES
MICHIGAN; *NATIONAL CONFERENCE ON THE DIFFUSION OF EDUCATIONAL IDEAS; *MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT; *UNITED STATES OFFICE OF EDUCATION; *MICHIGAN STATE UNIV. DEPT. OF COMMUNICATION

The purposes of this paper are to examine the research methods generally utilized in diffusion research and to suggest research methods which might help provide a better understanding of the diffusion process. To promote the understanding of the complete diffusion process of educational change, research should consider the decision-making process, the process of gatekeeping, or the role of the intermediate disseminators, the implementation of an innovation after it has been adopted, and the effects of innovation upon education. Research methods which offer promise in solving some of the problems of studying educational change are field experiment, computer simulation, and structural analysis, the relationships between the various properties of group structure and innovation diffusion indexes. A study of innovation diffusion among teachers in three Michigan high schools demonstrated how group structural properties can be analyzed in a way that is meaningful and that sheds light on the diffusion process. It demonstrated that the diffusion phenomena within organizations may be explained and predicted from certain structural properties. For example, those who plan liaison roles and who enjoy high prestige among fellow members should be studied because they are relevant to the introduction of and receptivity to the innovation in the social system. Structural analysis has possible implications for educational organizations or policy makers attempting to innovate because it can provide information about the optimal process for disseminating new ideas and practices and about the compatibility between the formal and informal structures within a system, and it may be used to improve the structure for innovation assimilation. (MM)

VT 005 183 ED 018 664
Colorado Master Plan for Community Colleges and Occupational Education.

Management and Economics Research, Inc., Palo Alto, Calif.
Colorado State Board for Community Colleges and Occupational Education, Denver
EDRS PRICE MF-$1.00 HC-$8.52
Pub Date - Feb68 211p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *COMMUNITY COLLEGES; *STATE PROGRAMS; EDUCATIONAL PLANNING; EDUCATIONAL NEEDS; PROGRAM COORDINATION; EMPLOYMENT OPPORTUNITIES; LEADERSHIP; FINANCIAL SUPPORT; CAMPUS PLANNING; *MASTER PLANS; BOARDS OF EDUCATION; ADMINISTRATIVE ORGANIZATION; ENROLLMENT PROJECTIONS; POPULATION TRENDS; EMPLOYMENT TRENDS
COLORADO

A long-range statewide master plan for the coordinated development of community colleges and occupational education was developed by a consultant firm from data derived from authoritative literature, college administrators, knowledgeable persons throughout the state, national community college and occupational education consultants, and state directors of the related agencies. The master plan rests on the concept of community college and occupational education as essential and important parts of a total educational system. It recommends that the State be divided into seven community college administrative and seven occupational planning and programing areas, vocational school systems, and that the State Board for Community Colleges and Occupational Education be responsible for all occupational curriculums offered in State institutions of higher education. Recommendations for meeting local needs and providing state leadership and specific plans for the Community College of Denver and El Paso Community College are discussed. Other relevant information is presented in the sections: (1) Structure and Functions of the State Board for Community Colleges and Occupational Education, (2) Current Status of Community College and Occupational Education, (3) Colorado Population and Community College Planning, (5) Occupational Forecasts and Program Needs, and (6) Financing the Master Plan. Explanations of methodology, 15 illustrations, and 57 tables of data are included. (JM)

VT 005 192
The Work of the Business and Distributive Education Department Chairman.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 29p.

*DISTRIBUTIVE EDUCATION; *BUSINESS EDUCATION; *ADMINISTRATIVE PERSONNEL; *ADMINISTRATOR RESPONSIBILITY; HIGH SCHOOLS; *PROGRAM ADMINISTRATION; CHECK LISTS

The principal responsibilities of the chairman of a higher school department of business and distributive education are presented as a checklist to facilitate a chairman's self-evaluation. The criteria for small as well as large schools are included although the activities will vary from school to school. Areas included in checklists are (1) preparing for the opening of school, (2) developing the curriculum, (3) improving and evaluating instruction, (4) promoting professional development, (5) establishing and maintaining good public relations, (6) reporting, (7) conducting department meetings, (8) recruiting teachers, and (9) developing a budget. A bibliography of books, brochures, and journal and periodical articles useful to the department chairman is included. (MM)

VT 005 193 ED 017 742
Wilson, Celianna I.
Information Systems, A Vehicle for Diffusion of Educational Ideas.

EDRS PRICE MF-$0.25 HC-$0.64
Pub Date - Mar68 14p.; Speech delivered at the National Conference on the Diffusion of Educational Ideas (Michigan State University, March 26-28, 1968).

*INFORMATION SYSTEMS; *INFORMATION DISSEMINATION; *DIFFUSION; INFORMATION UTILIZATION; PROGRAM DESCRIPTIONS; *SPEECHES
*NATIONAL CONFERENCE ON THE DIFFUSION OF EDUCATIONAL IDEAS; ERIC; *MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT; *UNITED STATES OFFICE OF EDUCATION; *MICHIGAN STATE UNIVERSITY DEPARTMENT OF COMMUNICATION AND CONTINUING EDUCATION SERVICE

Information systems can offer a deliberate mechanism for the diffusion of educational ideas. To accomplish this, the following factors must receive adequate attention: (1) the organization of knowledge so that alternative concepts can be located, (2) the identification of user groups and their information needs, (3) the extensiveness of diffusion of information and the degree of penetration through various dissemination techniques within user groups, and (4) feedback techniques on the effectiveness of the concepts disseminated. It is the goal of the Educational Resources Information Center to become a viable and effective information system for the professional field of education. The Clearinghouse on Vocational and Technical Education is now collecting, abstracting, indexing, and disseminating the recorded body of knowledge generated by the vocational profession and its related areas through two quarterly publications, Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and through Research in Education (RIE) which also identifies materials in other disciplines. The Research Coordinating Units (RCU) are the logical dissemination network agents within the states. The Clearinghouse on Vocational and Technical Education and a group of RCU directors are to draft guidelines for state information services as a preliminary to meeting with all RCU directors to work out operational problems of the information system. The proposed guidelines should be flexible and open-ended so that each state can decide which aspects are desirable and workable for that state. Availability information for AIM and ARM microfiche sets is included. (MM)

VT 005 198
Shrestha, Shanker, D.; Robinson, George A.
A Preliminary Study of Kansas Area Vocational-Technical Schools.

Kansas Vocational Education Research Coord. Unit, Topeka
Kansas State Board for Vocational Education, Topeka
MF AVAILABLE IN VT-ERIC SET. OEG-6-06275-2213
Pub Date - Dec67 98p.

*STATE SURVEYS; *AREA VOCATIONAL SCHOOLS; *SCHOOL ORGANIZATION; JOB PLACEMENT; *INSTRUCTIONAL PROGRAMS; *SCHOOL PERSONNEL; STUDENT ENROLLMENT; EDUCATIONAL FINANCE; TEACHER QUALIFICATIONS; SALARIES
KANSAS

Questionnaires mailed to area school directors and school records in the office of the State Board of Vocational Education provided the Board with information about the State's 14 area vocational-technical schools. Findings included: (1) The average personnel per school was 1.98 administrators, 18.57 full-time instructors, 3.4 clerical, and 2.25 staff members, (2) The 1968 budgets for all schools totaled $7,784,430.00, (3) The investment ratio between equipment and building inventory was 1 to 1.02, (4) Individual programs varied in length from 180 hours to 2,160 hours, (5) Most programs had no entrance requirements except age, (6) Of the 8,867 students enrolled in vocational programs in 10 schools, 30.66 percent completed their training and, of these, 62.45 percent were placed on jobs related to their training, (7) The average starting annual salary of the 1967 graduates was $3,544.08, (8) The average placement of graduates in Kansas for 1965-67 was 53.69 percent. Recommendations concerned: (1) implementing a new participating district system, (2) standardizing time for completion of programs and titles of courses, (3) developing experimentation, demonstration programs, and cooperative and team teaching, and (4) conducting studies about program completion, placement, relationship of programs to need and cost benefit analyses. Many of the specific data are reported in tabular form. Vocational school organization is also summarized for 32 states. (EM)

VT 005 264
Trapnell, Gail
The Cooperative Plan for Distributive Education in Florida's High Schools. Bulletin 74H-8.

Florida State Dept. of Education, Tallahassee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan68 110p.

*DISTRIBUTIVE EDUCATION; *PROGRAM GUIDES; *PROGRAM DEVELOPMENT; *COOPERATIVE EDUCATION
FLORIDA

Administrators, supervisors, and teacher-coordinators may use this guide in establishing and operating programs in cooperative distributive education in the State's high schools. The guide was developed by distributive education teacher-coordinators under the supervision of a curriculum specialist for distributive education at the state level. Major divisions are (1) philosophy and objectives which discusses marketing in the American economy, the characteristics of the cooperative plan, and the levels of training, (2) the cooperative distributive education teacher-coordinator which lists teacher-coordinator roles and functions, and professional organizations, (3) program organization and operation which discusses surveys, advisory committees, student selection and counseling, training plans, sponsor development program, and facilities, (4) curriculum planning which includes competencies, teaching plans and methods, and distributive education club organization and program, and (5) program promotion and evaluation which provides specific evaluation checklists. A list of references follows each division. Forms to be used in program operation, such as a community survey, a student interest questionnaire, a sample training plan, suggested teacher techniques, and a promotional calendar are included. (MM)

VT 005 407
Harding, A. Louise, And Others
Handbook for Practical Nursing Teachers.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Technical and Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Technical and Industrial Education, State Department of Public Instruction, Harrisburg, Pennsylvania 17126.
Pub Date - Oct67 19p.

*PROGRAM GUIDES; TEACHER ORIENTATION; *HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; CURRICULUM; TEACHER RESPONSIBILITY; TEACHER QUALIFICATIONS; STUDENT EVALUATION; STUDENT RECORDS

Developed at the state and local levels by the state coordinator, the state advisor, and a local practical nursing coordinator, this revision of an earlier handbook used throughout the State is intended to assist prospective or new teachers of practical nursing in understanding the total program and the teacher's role. Discussions cover the role of the practical nurse, the basic elements of practical nursing programs, teacher qualifications and responsibilities, the teacher as a supervisor and a counselor, student evaluation and records, selection of text and reference books, and the teacher's professional growth. An outline of a minimum curriculum plan requiring 1,800 hours contains (1) classroom instruction on related subjects, nursing skills, the family, nutrition and diet therapy, and clinical nursing, and (2) clinical experience in medical-surgical, maternity, and pediatric nursing. The "Rules and Regulations of the State Board of Nurse Examiners for Programs of Practical Nursing" is a required supplementary reference. (JK)

VT 005 463
Matthews, Ralph W.
Guideline for Cooperative Education Coordinator.

Alaska State Dept. of Education, Juneau. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 54p.

*COOPERATIVE EDUCATION; *GUIDELINES; *INSTRUCTOR COORDINATORS; *PROGRAM GUIDES

Cooperative education is a program developed jointly by the school and business or industry to develop the skills and job adjustment through an organized sequence of job experiences in paid part-time employment and through classroom experiences in related instructions in (1) business and office, home economics distribution, and trade and industrial occupations, (2) off-farm agriculture, (3) interrelated occupational combinations, and (4) special purpose training. An explanation and suggestions for implementation are given for guidelines covering: (1) duties and responsibilities of the cooperative education coordinator, (2) guidance and counseling function of the school, (3) development of student personnel records, (4) characteristics and qualifications of the teacher-coordinator, (5) preparation and certification of teacher-coordinator, (6) a plan for initiating and organizing a cooperative program, (7) local school policies relative to cooperative education, (8) advisory committees, (9) public relations activities, (10) teaching facilities, (11) inschool instruction, (12) on-the-job instruction, (13) training evaluation, and (14) legal responsibilities. A yes-no check list is provided as a guide to evaluate the program. (PS)

VT 005 466 ED 020 424
A Design for Large Scale Training of Subprofessionals.

New Careers Development Center, New York, N.Y. Training Laboratory
EDRS PRICE MF-$0.25 HC-$0.44
Pub Date - May67 9p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ACCELERATED PROGRAMS; *SUBPROFESSIONALS; *PROGRAM DESIGN; EDUCATIONAL PROGRAMS; *ON THE JOB TRAINING; PROGRAM PROPOSALS; CAREER OPPORTUNITIES; SOCIAL AGENCIES NEW YORK

A 3-phase program designed for the rapid training of 500 nonprofessionals for entry level civil service positions in private and public employment within a 2-year period is proposed under the Scheuer Work Training Amendment to the Economic Opportunity Act. Trainees are employed on a part-time basis during the training period by the police, health and welfare, inspection, and housing and relocation departments. In phase 1, the trainees are trained to perform useful elementary tasks on the job for a 4-week preservice period. They are also expected to learn the necessary administrative matters related to their job and to acquire a broad picture of the agency, its traditions, regulations, and structure. Phase 2 consists of a 4-week transition period during which the trainee works one-half of each day and devotes the other half to discussing his on-the-job experiences and problems. In phase 3, the trainee receives special training 1 day per week in addition to daily supervision on the job for the balance of the 2-year program to acquire skills necessary for his upgrading--such as literacy, record keeping or high school or junior college courses. This approach will allow for genuine career development for the trainee while employed at no less than $3,600 per year. Staffing includes one training director, one associate director, one senior trainee recruited from each agency, and four to eight assistant trainers from outside the agencies. It was recommended that the program design be simple and tasks oriented, that a majority of the basic staff be composed of assistant trainers, and that close contact be developed with the agencies employing the trainees. (WB)

VT 005 504 ED 019 507
Blair, Margaret, And Others
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences for Coordinators and Instructors of Vocational Orientation Programs. Final Report.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$2.36 OEG-1-7-078400-2807 24
BR-7-8400
Pub Date - Jan68 57p.

*OCCUPATIONAL GUIDANCE; *PREVOCATIONAL EDUCATION; *INSTITUTES (TRAINING PROGRAMS); *PROGRAM PLANNING; OCCUPATIONAL INFORMATION; HORTICULTURE; STATE PROGRAMS; *PROGRAM IMPROVEMENT; PROGRAM EVALUATION; HIGH SCHOOLS; QUESTIONNAIRES; PROGRAM DESCRIPTIONS
NEW JERSEY; NORTH CAROLINA; NEW YORK; PENNSYLVANIA

Approximately 100 educators from five states and the Virgin Islands participated in an institute to help instructional and guidance personnel improve the vocational orientation of high school students who are preparing to enter the world of work. The agenda consisted of speeches on vocations, group sessions to discuss vocational program implications, and a panel review of "Introduction to Vocations" programs in New Jersey, North Carolina, New York, and Pennsylvania. Participant response to a questionnaire to obtain information about other "Introduction to Vocations" programs and reactions to the Institute showed that (1) 50 such programs were in operation, chiefly in New Jersey and North Carolina, and (2) the Institute could be improved by extending it by 2 days or more, devoting more time to panel, small group, and informal discussions, and to question and answer periods, and improving registration and housing procedures. Of 73 respondents to a participant followup questionnaire, 39 planned to initiate an "Introduction to Vocations" program in 1967 and 56 planned programs to become operational in 1968. Summaries of state program descriptions are given. Included in the appendixes are (1) the speeches, "Introductions to Vocations Program in New Jersey" by Morton Margules and "Vocations Available Through Horticulture" by R.J. Seibert, (2) the questionnaires, (3) the institute agenda, and (4) a list of participants. (PS)

VT 005 508
A Bibliography on Technical Education.

Ohio State Univ., Columbus. Center for Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 27Sep66 18p.

*BIBLIOGRAPHIES; *TECHNICAL EDUCATION; VOCATIONAL EDUCATION; TECHNICAL OCCUPATIONS

The 225 items listed include materials on technical education curriculum and program planning, surveys of industrial technician needs, followup studies of technical education graduates, and other publications and articles relating to technical education. The materials, published by professional societies, educational associations, universities, the U.S. Office of Education, state boards of vocational education, and others, are dated from 1931 through 1966. (HC)

VT 005 510
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs. Bulletin 77L-2.

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education Section
MF AVAILABLE IN VT-ERIC SET.
State Department of Education, Room 271, Knott Building, Tallahassee, Florida 32304 (no charge).
Pub Date - Jan68 14p.

*HEALTH OCCUPATIONS EDUCATION; *MEDICAL LABORATORY ASSISTANTS; *PROGRAM GUIDES; CURRICULUM; ASSOCIATE DEGREES; TEACHER QUALIFICATIONS; ADMINISTRATOR QUALIFICATIONS; CLINICAL EXPERIENCE; PROFESSIONAL ASSOCIATIONS

The program, under the direction of a qualified medical technologist responsible for coordinating its elements, may be established in a junior college or vocational school and should have formal agreements with clinical agencies acceptable to the Section. An advisory committee should include representatives of participating hospitals, the county medical association, the hospital association, and the appropriate medical professional group. Students should have completed the requirements for high school graduation or passed the junior college's entrance examination. Health and counseling services should be available. The 1-year technical program, including the equivalent of 6 months full-time clinical practice, should cover general technical background, professional adjustments, medical ethics, medical terminology, laboratory records, basic anatomy and physiology, identification and care of laboratory equipment, aseptic technique and methods of sterilization, basic laboratory mathematics, basic laboratory solutions and media, basic elements of quality control, histologic and cytologic specimens, blood collecting techniques, patheogenic bacteriology and parasitology, serology and blook banking, clinical chemistry, urinalysis, and hematology. Basal metabolism and electrocardiogram are optional subjects. The Associate Degree program will also include elements in general education and basic science. The guidelines discuss (1) school bulletin information, (2) student evaluation, (3) library, classroom, and office facilities, (4) the qualifications of faculty members, (5) the role of medical director, and (6) teacher-student ratio in the clinical area. (JK)

VT 005 522
Popiel, Elda S.
Proceedings, Associate Degree Workshop (University of Colorado School of Nursing, July 25-July 29, 1966). Final Report.

Colorado Univ., Boulder. School of Nursing
MF AVAILABLE IN VT-ERIC SET.
University of Colorado School of Nursing, Continuation Education Services (#2418), 4200 East Ninth Avenue, Denver, Colorado 80220 ($2.00).
Pub Date - 66 73p.

*HEALTH OCCUPATIONS EDUCATION; *PROGRAM DEVELOPMENT; *WORKSHOPS; *ASSOCIATE DEGREES; TECHNICAL EDUCATION; COMMUNITY COLLEGES; JUNIOR COLLEGES; CERTIFICATION; HOSPITALS; CURRICULUM; CLINICAL EXPERIENCE; STATE LICENSING BOARDS; EDUCATIONAL FACILITIES; ADMINISTRATOR ATTITUDES; *NURSES
*ASSOCIATE DEGREE WORKSHOP

Fifty-five community college administrators, nurse education personnel, and nurse association officials representing 15 states, attended a workshop designed to acquaint participants with the purposes of an associate degree program in nursing, its place in the educational community, the role of the community college, the courses which should be included, faculty requirements, and criteria for student selection. Major speeches were: (1) "The Community College: Its Purposes, Philosophy, and Programs" by K. Bunnell, (2) "The View of the Hospital Administrator" by M. Ause, (3) "The Role of Nursing Service" a telelecture by C. Weidner, and (4) "The Role of the State Board of Nursing" by M. Dickinson. Presentations by M. Montag were: (1) "The Associate Degree Program," (2) "The College and the Clinical Area," (3) "Nursing Curriculum and Facilities," "Kaleidoscopic View," and "Summary." Discussions following the presentations, a resume of the conference, summaries of small group discussions, a workshop evaluation opinionnaire and a summary of responses to it, and a bibliography are included. (JK)

VT 005 552 ED 019 513
Meaders, O. Donald
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs. Final Report.

Michigan State Univ., East Lansing. Dept. of Secondary Education
EDRS PRICE MF-$0.25 HC-$0.72 OEC-5-85-111 08
BR-5-0048
Pub Date - 67 16p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; *DUAL ENROLLMENT; ADMINISTRATIVE ORGANIZATION; STUDENT ENROLLMENT; *NATIONAL SURVEYS; HIGH SCHOOLS; WORKSHOPS; PROGRAM DEVELOPMENT; QUESTIONNAIRES

The objectives of the project were to determine the extent and nature of shared-time vocational education programs in operation throughout the United States and to develop some administrative guidelines for establishing such programs. A questionnaire to secure information about administrative organizations, number and size of schools participating, enrollment, types of services, ways of informing students and parents about available courses, and sources of funds was sent to the more than 140 schools having shared-time programs identified by state directors of vocational education. Some findings from responses from 70 schools were: (1) Usually the facilities were provided at one central site, (2) About 80 percent of the schools provided transportation for students and more than one-third of the schools reported student travel of 20 miles or more, (3) The largest number of schools were in rural-urban areas of not more than 25,000 population, (4) 50 percent of the programs were administered through a regular high school district and 30 percent through an intermediate or county district, and (5) More than 60 percent indicated that students spent more than two periods per day, 5 days per week in the center Representatives from 17 public high schools, 11 intermediate school districts, and five community colleges, participating in a workshop for planning shared-time vocational programs, developed a list of suggested actions to facilitate area program development. The suggestions concerned legal, community, curricular, and manpower demand considerations. (MM)

VT 005 557 ED 020 428
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools. Project Report No. 7.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum
EDRS PRICE MF-$0.50 HC-$3.92 OEG-3-7-070489-3128 08
BR-7-0489
Pub Date - Apr68 96p.

*PROJECT TRAINING METHOD; *DISTRIBUTIVE EDUCATION; *PROGRAM ADMINISTRATION; PROGRAM COORDINATION; *GUIDELINES; EDUCATIONAL FACILITIES; *PROGRAM DEVELOPMENT; EQUIPMENT; INSTRUCTIONAL MATERIALS; YOUTH CLUBS; OCCUPATIONAL GUIDANCE

The 1967 national seminar in distributive education considered the major problems: (1) implications for teacher education in using the project training method in distributive education, and (2) implementation of curriculum changes involving the project training method of teaching distributive education students. This report on implementations of curriculum changes covers the topics: (1) Implementing Project Training with Administrators, Counselors, and Local Businessmen, (2) Managing and Controlling Laboratory Experiences, (3) Facilities, Equipment, Material, and Media, (4) The Youth Organization as a Teaching-Learning Device, (5) Guidelines for Implementing Project Training in the School, and (6) Guidance, Student Selection, and Identification. Since each topic was examined by two task forces, reports of both are included. Each contains a summary, key points, implications for development, and references. "Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education" (VT 005 556) contains the reports of task forces that considered the first problem. (MM)

VT 005 569 ED 019 514
Little, J. Kenneth; Somers, Gerald G.
Directory, Programs of Vocational Education in the United States.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-$2.00 HC-$21.44
The Center for Studies in Vocational and Technical Education, Social Science Building, University of Wisconsin, 1180 Observatory Drive, Madison, Wisconsin 53706 ($7.50).
Pub Date - 66 533p.

*DIRECTORIES; VOCATIONAL AGRICULTURE; *VOCATIONAL EDUCATION; *FEDERAL AID; *TECHNICAL EDUCATION; OFFICE OCCUPATIONS EDUCATION; DISTRIBUTIVE EDUCATION; HEALTH OCCUPATIONS EDUCATION; HOME ECONOMICS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; *STUDENT ENROLLMENT; HIGH SCHOOLS; POST SECONDARY EDUCATION; VOCATIONAL HIGH SCHOOLS; COLLEGES; SCHOOL STATISTICS; TABLES (DATA); SCHOOL DEMOGRAPHY; COURSES

Federally reimbursed vocational and technical education programs are reported in tabular form for all 50 states, Guam, Puerto Rico, and the Virgin Islands. Data were collected for the 1965-66 school year from state departments of education, school districts and systems, and the U.S. Office of Education. Part I lists programs in vocational agriculture, distributive education, health occupations, home economics, office occupations, trade and industrial, and technical education by type and level of school, school location, and full- and part-time enrollment. Part II lists the course offered in these programs by type and level of school. Part III gives a statistical summary of the schools by type and level in each state which offers full-time reimbursed programs. The data collection instrument and 519 pages of tables are included. (EM)

VT 005 587
Dental Laboratory Technician's Training Program; Plans and Policies (Proposed).

Industrial Educational Center, Durham, N.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 29p.

*HEALTH OCCUPATIONS EDUCATION; PROGRAM PROPOSALS; *DENTAL TECHNICIANS; ACCREDITATION (INSTITUTIONS); CURRICULUM; PROGRAM DEVELOPMENT; TECHNICAL EDUCATION; *EDUCATIONAL PROGRAMS; PROGRAM ADMINISTRATION; *PROGRAM CONTENT; *PROGRAM GUIDES; CERTIFICATION; EMPLOYMENT QUALIFICATIONS
NORTH CAROLINA

The proposed program consists of a 2-year curriculum to train generalists and a curriculum of an additional year to train technicians in one of the following specialities: full denture, partial denture, ceramics, and crown and bridge. In addition to meeting the requirements of the North Carolina State

Department of Public Instruction, the Durham City Schools, and the Industrial Education Center, the program is consistent with the requirements of State and national professional dental associations. Students are male high school graduates meeting general center admission requirements. Specific aptitude tests might be required. Teaching personnel for the basic program includes four dental laboratory technicians and a dentist as a part-time supervising consultant. Other dentists are employed to lecture in a limited assigned phase of their special subject area, and commercial dental laboratory representatives give lectures or demonstrations. Components of the basic curriculum are technical mathematics and physics, chemistry, dental anatomy and physiology, dental materials, metallurgy, English composition and speech, orientation and ethics, jurisprudence and professional relations, and laboratory courses in full dentures, gold castings, inlays and crowns, crown and bridgework, partial dentures, and ceramics. (JK)

VT 005 596   ED 019 515
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education, Final Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research
EDRS PRICE MF-$0.25 HC-$0.48   OEC-5-85-110   08
BR-5-0043

Pub Date - 31Mar67 10p.

*RESEARCH PROJECTS; *EDUCATIONAL RESEARCH; *INTERSTATE PROGRAMS; *VOCATIONAL EDUCATION; GEOGRAPHIC REGIONS; ADMINISTRATIVE ORGANIZATION; REGIONAL COOPERATION; REGIONAL PLANNING
NEW YORK; CONNECTICUT

The objectives in developing the interstate research effort were to cooperatively design and undertake a series of studies to find solutions to major vocational-technical education problems confronting a regional area of New York and Connecticut and to develop a framework for a regional approach to research effort. Six studies, completed under interstate contract, explored the areas of off-farm agricultural, multi-occupational, and business and technology programs, teacher competency examinations, predictive testing for student success in the trade programs, and home economics occupational program evaluation. The completed studies approved by the U.S. Office of Education, were distributed. Some of the findings relevant to developing a framework for a regional approach to research were: (1) There was considerable articulation among research groups as a result of the six projects, (2) There is an increased awareness on the part of researchers and institutions that the State Education Department can act significantly in coordinating priority research projects within a wide geographic area, (3) All studies were conducted by consultants employed as chief investigaters and retained through the full period of the research and development program, (4) The successful completion of the studies has proved the feasibility of projects being funded and operated across state lines, (5) Costs were kept at a low level because the programs were fitted into an existinq administrative structure, (6) The inclusion of population samples from two or more states made the findings more generalizable and applicable, (7) A problem developed because of a delay in processing the master federal cost-reimbursement contract, and (8) Legal difficulties between state agencies in different states can be circumvented by channeling subcontractual arrangements through a separately incorporated educational institution. (MM)

VT 005 598   ED 019 516
Dueker, Richard L.; Altman, James W.
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools. Final Report.

American Institutes for Research, Pittsburgh, Pa.
EDRS PRICE MF-$0.25 HC-$2.04   OEC-1-7-070957-3522   24
AIR-F90-10/67-FR   BR-7-0957
Pub Date - Oct67 49p.

*PROGRAM COSTS; *VOCATIONAL EDUCATION; *COST EFFECTIVENESS; *COMPREHENSIVE HIGH SCHOOLS; SCHOOL SURVEYS; *VOCATIONAL HIGH SCHOOLS; JOB PLACEMENT; UNEMPLOYMENT; COMPARATIVE ANALYSIS; QUESTIONNAIRES

In a study to identify the kinds of cost and related data that can be obtained to aid planning and evaluating vocational education, the attrition of the sample of 16 comprehensive and 16 vocational schools asked to participate and the data collection problems made the authors skeptical of any substantive results. Limited data were collected from schools by means of questionnaires and interviews and from earlier studies. An organized body of performance data was not available at any of the schools, and available cost data did not readily lend themselves to meaningful analysis. Findings, if accepted at face value, suggested: (1) According to data reported by five vocational schools and four comprehensive schools, the general cost of education in comprehensive schools was lower than in vocational schools for 1961-62, but rose much more rapidly to approximate the cost in vocational schools by 1965-66, and (2) Data from four comprehensive schools showed that the costs of academic-general (nonvocational) education were higher than for vocational education in comprehensive high schools for the fiscal years, 1961-62, 1963-64, and 1965-66. It did not appear likely that available cost or performance data would serve the long-range needs of educational evaluation and planning. It was recommended that the U.S. Office of Education undertake a feasibility and preliminary design study for an evaluation and planning information system which would encompass all education, not only vocational education. (PS)

VT 005 601
Guidelines for the Training of Nurse Aides. Bulletin 77L-1.

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education
MF AVAILABLE IN VT-ERIC SET.
State Department of Education, Room 271, Knott Building, Tallahassee, Florida 32304 (no charge).
Pub Date - Sep67 14p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; *PROGRAM GUIDES; CLINICAL EXPERIENCE; CURRICULUM; ADMISSION CRITERIA; TEACHER QUALIFICATIONS; EQUIPMENT
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Developed principally for use in setting up Manpower Development and Training Act programs, the guidelines are also endorsed for use in institutional programs. The nurse aide assists registered nurses who make assignments on the basis of the patient's needs. Trainees should be at least 17 years of age and able to read, write, and speak English at the eighth grade level. Recruitment and preliminary screening are to be handled by the State Employment Service and final screening and acceptance by the school. The teacher-student ratio should be a maximum of one to 13, and teachers should be registered nurses with recent nursing experience, certificated to teach in vocational education. Cooperating agencies should be licensed by the Board of Health, and accredited by the National Association of Accreditation of Nursing Homes, Inc. or by the Joint Commission on Accreditation of Hospitals is recommended. The maximum time allotment should be

180 hours with 80 hours of classroom and 100 hours of clinical learning experiences. Tasks to be taught are in the areas of the patient's immediate environment, personal hygiene, elimination, nutrition, and comfort and safety measures. Also included are a form for notice of course completion, a list of program objectives, a list of topics in question form, which could be used in curriculum design, suggestions regarding teaching methods and materials, suggested teacher and student references, a sample agreement between the school and cooperating agency, and a list of suggested equipment for the course. (JK)

VT 005 654 ED 019 519
Leiberg, Leon G.
Project Challenge, An Experimental and Demonstration Program of Occupational Training, Counseling, Employment, Follow-Up and Community Support for Youthful Offenders at the Lorton Youth Center. Final Report.

National Committee for Children and Youth, Washington, D.C.
EDRS PRICE MF-$1.25 HC-$11.04 OEC-2-6-002140-2140
Pub Date - 68 274p.

*CORRECTIONAL EDUCATION; *VOCATIONAL EDUCATION; REMEDIAL PROGRAMS; EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROGRAMS; PRISONERS; PROGRAM ADMINISTRATION; INDIVIDUAL CHARACTERISTICS; STUDENT PERSONNEL SERVICES; *PROGRAM DESCRIPTIONS; JOB PLACEMENT; PROGRAM EVALUATION; GUIDELINES; VOCATIONAL FOLLOWUP; COUNSELING; NONPROFESSIONAL PERSONNEL; *REHABILITATION PROGRAMS; RECRUITMENT; INSTRUCTIONAL MATERIALS; CASE RECORDS; VOLUNTEERS
*MDTA PROGRAMS; *LORTON YOUTH CENTER; *PROJECT CHALLENGE; VISTA; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The social and vocational rehabilitation of 181 inmates of the Lorton Youth Center was attempted through an 18-month project involving coordinated vocational training and remedial education, intensive counseling, a systematic followup of job placement, and family and career counseling after release from the institution. Staff members were selected in part from nonprofessional personnel to indicate a new direction in such recruitment, and VISTA volunteers offered tutorial and personal or small group contacts. Seven vocational courses were offered: automotive services, food services, painting, welding, barbering, clerical and sales, and building maintenance. A total of 158 trainees graduated, and 64 of 69 released during the project's contract period were employed at least once after release. Eighteen of the 69 were considered unsuccessful releases on the basis of further law violation. The employment rate of released trainees computed during the last month of project operation, ranged from 92 percent in February 1967 to 75 percent in July 1967. The average first job salary was $70.65 per week and the last measured salary range was $63.20 to $104.24. Procedure, findings, and recommendations are given for aspects of the project: administration and staffing, student recruitment and selection, counseling, the training program, job development and placement, followup services, VISTA utilization, and technical assistance and dissemination. The appendix includes sample record forms, instructional material, a staff training bibliography, newspaper and periodical articles, and the Federal Youth Corrections Act. Two papers by project personnel are included: "The Use of Non-Professionals and Service Volunteers in Corrections," by Leon G. Beiberg and "Education and Training Versus Maintenance and Other Prison Work Programs," by Wesley Donald Pointer. (EM)

VT 005 721 ED 020 440
Binkley, Harold
Demonstration Center at Reidland High School (Central Part of the United States) for Training Farm Youth in Nonfarm Agricultural Occupations. Final Report.

Kentucky Univ., Lexington. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$2.20 OEG-6-85-019 08
BR-5-0131
Pub Date - Dec67 53p.

*VOCATIONAL AGRICULTURE; *PILOT PROJECTS; *DEMONSTRATION CENTERS; *AGRICULTURAL SUPPLY OCCUPATIONS; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; PROGRAM ATTITUDES; QUESTIONNAIRES
REIDLAND HIGH SCHOOL; KENTUCKY

The purpose of the Center was to demonstrate what could and should be done in establishing and operating a training program in agricultural supply sales and service. Teacher educators, a local advisory group, and the County Board of Education assisted in operating the Center. During the 2-year period, 165 teachers of agriculture, 28 school officials, 34 teacher educators, 45 supervisors and coordinators, and 34 others observed the project. A followup study of visitors revealed 51 schools starting similar programs within 1 year. Other significant findings indicated: (1) There is a great need for training programs in agricultural occupations, especially sales and service, agricultural mechanics, and horticulture, (2) Agricultural businesses are willing to cooperate in providing employment experience, (3) School administrators were enthusiastic about the possibilities of such programs, (4) Information obtained at the Center was helpful in starting programs, (5) Student reaction to the programs was excellent, (6) Young teachers were more interested than older ones in starting this type of program, (7) There is a shortage of qualified instructors for new programs, (8) Demonstration centers influence the adoption of innovative ideas and programs, and (9) More demonstration centers are needed. Questionnaires sent to teachers and administrators, a Center evaluation instrument, and public relations materials are included. (DM)

VT 005 871
The Role of Advisory Committees in Vocational-Technical Education.

Delaware Occupational Research and Coordinating Unit, Dover
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 12p.

*ADVISORY COMMITTEES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; COMMUNITY CONSULTANTS; *PROGRAM DEVELOPMENT

This document is for use by teachers in organizing and utilizing an advisory committee. The role of an advisory committee is defined and four types set forth: (1) general, (2) departmental, (3) craft, and (4) administrative. Guidelines are given on what advisory committees do, how members are selected, and how the commitee operates. (DM)

CURRICULUM
SECTION

VT 001 781
Sherman, G. Allen
A Guide for Curriculum Development for Educating Agricultural Technicians.

Ohio State Univ., Columbus. National Center for Agr.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 16p.; Paper from "Preparing Agricultural Technicians, Report of a National Seminar on Agricultural Education" (Ohio State University, July 20-24, 1964).

*CURRICULUM DEVELOPMENT; *AGRICULTURAL EDUCATION; *TECHNICAL EDUCATION; *AGRICULTURAL TECHNICIANS; CURRICULUM; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES

The development of a course of study for agricultural technicians is described. A two-part survey is made to establish the community's educational needs. Employers describe employment trends and employee characteristics. Employees list the actual mental and manual skills required in their jobs. Analysis of this data is the basis for defining objectives. Curriculum content is selected to meet the educational and training needs reflected by a job analysis of identified occupations. The wide variety of jobs precludes setting up a separate curriculum for each type of technician. Establishing a core curriculum including content common to several types is recommended. Subjects that are new to many, agricultural programs such as agrastology, forestry, and wildlife management need to be offered. After content is selected, agricultural courses sequence is determined, and general education courses such as English, history, political science, psychology, and physical education are distributed throughout the 2-year technical program. Specific subject matter and methods are to relate to the student's realistic occupational goals. Although educational needs may vary with geography, they are to be identified, and met, in the various communities. Suggested curriculums for plant science, animal science, and agricultural engineering technicians are included. The report of a National Seminar on Agricultural Education is available as ED 011 918. (EM)

VT 002 266 ED 020 311
Kreuter, Mortimer; Barnett, Lawrence J.
Curriculum Relevancy and Work.

Center for Urban Education, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$0.80
Pub Date - 20Mar67 16p.

URBAN EDUCATION; GENERAL EDUCATION; INDUSTRIAL ARTS; STUDENT SCHOOL RELATIONSHIP; SIMULATED ENVIRONMENT; *STUDENT MOTIVATION; DROPOUT PREVENTION; LOW MOTIVATION; SCHOOL COMMUNITY COOPERATION; *SCHOOL INDUSTRY RELATIONSHIP; EDUCATIONAL INNOVATION; *EDUCATIONAL PROGRAMS; *CURRICULUM DEVELOPMENT; PROGRAM DEVELOPMENT; *VOCATIONAL EDUCATION

The demands of work and education upon each other, the value or lack of value of courses for learners, and the undermotivated learner who does not find significance in current school offerings are problems facing public education. Some previous plans to overcome these problems have used (1) the comprehensive high school, (2) industry-school interrrelations, and (3) school adaption mechanisms such as field trips to actual situations, realia from industry, core curriculums, and guidance. A merged school and industry designed especially for undermotivated youth is a suggested solution. A transfer from the school to the plant locale would constitute full-time experience for an extended period, and trained teachers of academic and occupational subjects would be permanently assigned to work sites. The plant or work locale would become the school. Typical settings would be industrial plants, service centers, hospitals, human welfare agencies, businesses, banks, or department stores. It would be essential that each work locale be large so that a wide variety of skills and learning might be found, studied, and practiced. Steps in developing such a program would be (1) analyzing the locale and its potential for generating a curriculum, (2) surveying space, materials, and equipment useful in teaching, (3) examining logistics, legal responsibilities, and union and management problems, (4) using an industrial arts educator, physics, language arts, and social studies teachers, and a guidance specialist to work with plant personnel to develop a curriculum, (5) training teachers, plant personnel, pupils, and parents, and (6) making the plan operational. Assumptions underlying the proposal and the major issues to be analyzed in implementing a systems approach are included. (EM)

VT 002 356 ED 014 554
Maley, Donald
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Third Quarterly Report.

Maryland Univ., College Park. Dept. of Industrial Education
EDRS PRICE MF-$0.25 HC-$0.76 OEG-2-7-062312-0175 08
BR-6-2312
Pub Date - 1Jun67 17p.

*EXPERIMENTAL PROGRAMS; *TRADE AND INDUSTRIAL EDUCATION; HIGH SCHOOLS; *CURRICULUM DEVELOPMENT; *OCCUPATIONAL CLUSTERS; TEACHER EDUCATION; TRADE AND INDUSTRIAL TEACHERS; SUMMER WORKSHOPS; TEACHING GUIDES
*CLUSTER CONCEPT PROJECT

Project objectives for the third quarter, March-June 1967, were to conduct a teacher preparation program during the spring semester and to develop the teacher preparation program for a summer workshop. Activities relating to the first objective included developing instructional plans for implementing pilot programs, acquainting teachers with instructional materials and equipment, and arranging the content for each cluster in an instructional sequence. The summer workshop would include developing needed skills and knowledges, developing the capability of using various teaching methods, and preparing instructional materials for use in each of the occupational clusters. A sample instruction plan shows human requirements, teaching methods, instructional materials, student activities, and evaluation procedures. Tentative schedules for the summer workshop are given for the construction cluster, the metal forming and fabrication cluster, and the electro-mechanical installation and repair cluster. Related documents are ED 010 302, ED 010 303, ED 010 304, ED 010 301, and VT 003 254. (EM)

VT 003 636
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities; A Revised Report of the 1962 Summer Program Planning Course at Kansas State University.

Kansas State Board for Vocational Education, Topeka
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct65 94p.

*CURRICULUM GUIDES; *AGRICULTURAL EDUCATION; YOUNG FARMER EDUCATION; ADULT FARMER EDUCATION; *FARM MANAGEMENT; FARM ACCOUNTS; ADVISORY COMMITTEES; RECORDKEEPING; PROGRAM ADMINISTRATION
KANSAS

Teaching farm business analysis to young and adult farmer classes is a 3-year program through which the vocational agriculture teacher works closely with selected groups of farmers and their wives to analyze production factors and management practices for maximum farm profit. The instructional program concentrates on keeping adequate farm business records and interpreting and analyzing them. The basic problem of farming is one of adjustment to changing economic conditions. Prices, size of business, crop and livestock production rates, labor efficiency, and the combination of farm enterprises determine the success of most farm operations. Since the farmer has little or no control over prices, he must adjust the four controllable factors to anticipated price charges through a more effective farm business analysis program. Farm business analysis classes organized and conducted according to state procedures are entitled to financial reimbursement. Instructional units cover farm inventory, accounting, farm records, depreciation, taxes, and record analysis. Material is included to assist in utilizing advisory commitees and establishing multi-teacher departments. (WB)

VT 004 177 ED 019 471
Sjorgren, Douglas, And Others
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment. Final Report.

Colorado State Univ., Fort Collins
Nebraska Univ., Lincoln
EDRS PRICE MF-$0.75 HC-$5.92 OEC-6-85-073 08
BR-5-0149

Pub Date - Sep67 146p.

*AGRICULTURAL OCCUPATIONS; CURRICULUM DEVELOPMENT; *METAL WORKING OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *JOB ANALYSIS; *JOB SKILLS; INTERVIEWS; EMPLOYEES; FACTOR ANALYSIS; QUESTIONNAIRES
COLORADO; NEBRASKA

The purpose of the study was to determine whether common behaviors could be identified across occupations to serve as a basis for curriculum building. An average of between five and six interviews were conducted with incumbents in 47 agricultural occupations and 36 occupations in the metal fabricating industry for a total of 466 interviews in Colorado and Nebraska. The interview schedule contained a number of general work environment items, four checklists, and five major behavioral dimensions. The 329 scores for each interview were subjected to factor analyses to determine intercorrelations among the occupations. The analysis of the correlation matrix of the 47 agriculture occupations yielded three occupational clusters, production agriculture, agricultural industry, and agri-business. Production agriculture was characterized by an average or high level on nearly all of the behaviors, agriculture industry scored at a low average or low level, and agri-business scored at a generally high level except for lows on the physical and discriminative behaviors. The analysis of the 36 metal working occupations also yielded three clusters, skilled worker, semi-skilled worker, and business. The business cluster in metal working exhibited a pattern of scores similar to that of agri-business. The pattern of scores on production agriculture was such that a comprehensive curriculum in production agriculture would cover the behaviors in the other clusters also. The agricultural industry and agri-business occupations exhibited more commonality with industrial and business occupations in the metal working industry than with production agriculture occupations. The study results suggested that a team teaching approach would serve well in training for placement in ag-industry and agri-business occupations. (MM)

VT 004 195 ED 019 473
Ferguson, Edward, Jr.
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education. Final Report of Project 301.

Michigan State Univ., East Lansing. Coll. of Education
EDRS PRICE MF-$0.25 HC-$0.60 OEC-5-85-111 08
BR-5-0048

Pub Date - 67 13p.

*CURRICULUM DEVELOPMENT; PILOT PROJECTS; *DISTRIBUTIVE EDUCATION; CURRICULUM RESEARCH; TEACHING METHODS; INSERVICE TEACHER EDUCATION; PROJECT TRAINING METHOD; *COOPERATIVE EDUCATION; COMPARATIVE ANALYSIS; CONTROL GROUPS; EXPERIMENTAL GROUPS

The objectives of the program were to develop (1) a curriculum pattern, and instructional materials, curriculum guides, and teacher handbooks to be used in the project method of training students in grades 11 and 12 for entry into a distributive occupation, (2) to train teachers in the method, and (3) to establish pilot programs using the project method. The project method coordinates classroom instruction with a series of individual or group occupational projects, in contrast to the cooperative method which coordinates classroom instruction with on-the-job experiences. Pre and post tests were given to 379 11th grade project and 381 control students, and to 211 12th grade cooperative and 280 control students in 17 cooperating schools. Teachers of both project and cooperative classes completed the Minnesota Teachers Attitude Inventory to relate teacher attitude to student results on standardized tests. Some tentative conclusions were: (1) implementing the project appeared to have stimulated the involvement of teachers with guidance personnel and increased the latter's understanding of career opportunities in distribution, (2) Classes with an enrollment of over 25 experienced more difficulties than those with smaller enrollments in the use of the project method, (3) A majority of project method teachers reported that more preparation time was needed than for other methods of instruction, (4) Facilities for laboratory sessions did not seem to be so important in project method success as first thought, and (5) One-day workshops for the teachers were very important to help teachers adapt to new materials and methods. Plans were being developed to continue consultant visits to pilot schools, continue 1-day workshops, complete curriculum guides, collect and analyze data, and publish and disseminate the findings. (MM)

VT 004 270
Illinois Agricultural Education Curriculum Research Project. Interim Report No. 1.

Illinois State Board of Vocational Education and Rehabilitation, Springfield
Illinois Univ., Urbana. Agricultural Education Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 21p.

*VOCATIONAL AGRICULTURE; *PILOT PROJECTS; COURSE ORGANIZATION; SUPERVISED FARM PRACTICE; COOPERATIVE EDUCATION; ADULT FARMER EDUCATION; OCCUPATIONAL SURVEYS; ADVISORY COMMITTEES; *PROGRAM DEVELOPMENT; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; *CURRICULUM
CISSNA PARK; OLNEY; ST. ELMO; WOODSTOCK; ILLINOIS

The purpose of the Project was to develop and try out innovations to improve agricultural education for present and prospective farmers and to provide educational programs for occupations other than farming which require agricultural knowledge and skills. Pilot projects were set up in four school districts in Illinois to test the feasibility of new curriculum patterns in realistic settings. At Cissna Park the program consisted of a high school level 4-year core of instruction with separate, specialized courses at the upper levels for farming and other agricultural occupations. At Olney, a dual-track program was initiated with separation of students based upon background and interest. New facilities and an agricultural business course were added at St. Elmo. The Woodstock school system initiated an agricultural business course and added a teacher. Each pilot program included a repatterning of supervised experience and adult education. Findings based on pilot school experiences showed the need for surveys before placement employment courses are started, businessman involvement in planning and developing placement-employment courses, operating advisory councils before a change in courses is initiated, and step-by-step procedures for developing experience programs. The final report is available as VT 000 434. (JM)

VT 004 363
Altman, James W.
A Behavioral View of Vocational-Technical Education.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov67 25p.; Paper delivered at the Commonwealth of Massachusetts Advisory Council on Education, "Symposium on Vocational-Technical Education: Prospectus for Change" (Boston, November 28-29, 1967).

*INSTRUCTIONAL DESIGN; EDUCATIONAL INNOVATION; *PROGRAM DEVELOPMENT; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; EDUCATIONAL CHANGE; EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY; BEHAVIORAL OBJECTIVES

It has been stated that the central focus for change in educational practice during the past decade has been the curriculum. Consequently, the issue of change in vocational-technical education is approached from the perspective of how one might go about developing a new educational program, with emphasis on instructional content. The major steps in developing educational programs are to (1) identify milieu forces, (2) identify resources such as money and manpower, constraints such as political and policy, and contexts such as organizational and demographic, (3) delimit the region of concern, (4) define an ideological base, (5) define the criteria of success, (6) structure a region of criterion behavior or subject matter, (7) establish a basis for sampling behavior, (8) analyze behavior by describing and analyzing tasks, (9) organize and sequence objectives, (10) develop performance measures, (11) define instructional media, (12) develop instructional materials and procedures, (13) conduct preliminary tryouts, (14) implement use of materials, and (15) evaluate the program. Although the implications for the contribution of vocational-technical education to the individual student are not clear, the technology of education and training development permits accomodation to the inter-individual differences that characterize all age and grade levels so that the student may advance at his own speed and can be qualified across a different profile of jobs, and permits more efficient specific job training, more integrated and flexible molding of vocational and non-vocational educational experiences, and more realistic information about the value of sound educational decisions. (PS)

VT 004 395 ED 017 685
Kase, Donald
Curricular Needs of North Bay Schools, A Study of Opinions Concerning Curricular Needs in the North Bay Counties of Marin, Napa, Sonoma and Solano.

North Bay PACE Center, Napa, Calif.
EDRS PRICE MF-$0.50 HC-$4.68
NBPC-CNS-1
Pub Date - 1Sep67 115p.

*STUDENT NEEDS; *CURRICULUM EVALUATION; *BEHAVIORAL OBJECTIVES; *EDUCATIONAL NEEDS; QUESTIONNAIRES; PARENT ATTITUDES; TEACHER ATTITUDES; STUDENT ATTITUDES; ADMINISTRATOR ATTITUDES; *EDUCATIONAL ATTITUDES; GRADE 6; GRADE 9; GRADE 12
CALIFORNIA; *TAXONOMY OF EDUCATIONAL OBJECTIVES

The objectives of the project were to identify educational and cultural needs of students and to establish priorities among these needs. In August 1966, questionnaires returned by 90 school administrators identified five broad areas of important student needs. The two most often mentioned, curriculum methods and curriculum content, were studied. Student behavioral objectives for the 11 levels indicated in the "Taxonomy of Educational Objectives, Handbooks I and II" were determined for each of 20 common subject areas. A 117-item questionnaire designed to allow comparison of respondent perceptions of current educational practices with their expectations was completed by a 5 percent sample of intact classrooms in grades 6, 9, and 12, parents of these students, teachers, and administrators. From these 2,220 usable questionnaires, findings indicated (1) Vocational education, social studies, and home economics were the most keenly felt curricular needs of students, (2) Physical education, foreign language, and music were the most satisfactorily achieved learning goals, (3) Emotional components of learning in all subjects were needed more than additional stress on purely intellectual learning, (4) As students progressed through school, their opinions regarding a need for vocational education, social studies, and home economics increased in strength, (5) The ability to make and revise judgments on the basis of a consistent philosophy of life was viewed as important in all subject areas, and (6) The need for increased emphasis on synthesizing and evaluating knowledge increased with grade level. The questionnaire and statistical analysis are included. (EM)

VT 004 454 ED 017 689
Dalley, John T.; Neyman, Clinton A., Jr.
Development of a Curriculum and Materials for Teaching Basic Vocational Talents. Final Report.

George Washington Univ., Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.76 OEC-5-85-023 08
BR-5-0061

Pub Date - Jul67 117p.

*INSTRUCTIONAL MATERIALS; *CULTURALLY DISADVANTAGED; GRADE 8, GRADE 9; *EXPERIMENTAL CURRICULUM; *VOCATIONAL APTITUDE; SKILL DEVELOPMENT; BASIC SKILLS; *PREVOCATIONAL EDUCATION; MATERIAL DEVELOPMENT; APTITUDE TESTS

The objectives of this project were to develop and evaluate special instructional materials covering abstract reasoning, mechanical comprehension, and spatial visualization as related to basic vocational talents for eighth and ninth grade students who had a high probability of entering vocational education. The materials, paper and pencil aptitude practice exercises, basic reading texts, and laboratory and demonstration equipment, were used in 30 class sessions for the eighth grade and 60 class sessions for the ninth grade in schools in eight systems selected from a national population. Results were based on test-retest changes on a battery of tests from Project Talent for 1,203 boys and 262 girls for whom complete data were available. Conclusions based on statistical analysis of data included (1) Basic vocational talents can be taught directly in schools using the new curriculum and materials, (2) No "general test taking skill" was found, (3) Girls tended to gain more on tests than boys, (4) Ninth graders who used the laboratory materials showed more gain than eighth graders who did not, (5) Nonverbal test skills seemed to be as easily modifiable as were verbal test skills, (6) Mechanical talent or aptitude appears to be a skill largely learned through a variety of out-of-school experiences, and (7) Culturally disadvantaged students can be trained to do substantially better on vocational aptitude tests. Descriptions of the talent exercises, basic readers, laboratory exercises, and the test battery are included. These are available as VT 004 455-VT 004 471. (EM)

VT 004 613   ED 020 351
Kanter, Earl F.; Bender, Ralph E.
Adapting the FFA to a Changing Program of Vocational Agriculture. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (microfilm $3.00, xeroxed copy $8.00, 66-6272).
Pub Date - Apr66 47p.

*VOCATIONAL AGRICULTURE; *YOUTH CLUBS; *YOUTH PROGRAMS; OBJECTIVES; PROGRAM EVALUATION; PROGRAM PROPOSALS; *ORGANIZATIONAL CHANGE; EDUCATIONAL CHANGE; GUIDELINES; ACTIVITIES
*FUTURE FARMERS OF AMERICA

The purpose of this national study was to suggest ways of adapting the Future Farmers of America (FFA) to a changing program of vocational agriculture through identifying new purposes of the FFA and evaluating selected operational guidelines and national and state FFA activities. Members of the United States Office of Education, head state supervisors of vocational agriculture, head teacher educators in agricultural education, executive secretaries of state FFA associations, state presidents of vocational agriculture teacher associations, and selected secondary school administrators were involved in the study. New purposes were developed to provide for broadening the scope of the organization to include activities for all students enrolled in vocational agriculture classes. Some conclusions were: (1) There should be only one organization for vocational agriculture students, (2) The scope of the FFA should be broadened by adding activities appropriate for students engaged in off-farm instruction, (3) The name of the organization should not be changed at the time but a changing program suggests continued study of the matter, (4) Girls should be considered for membership, (5) The term "farming" should be broadened by the use of the term agriculture, (6) Leadership activities and public speaking should be continued at all levels, and (7) General livestock and dairy cattle judging should be retained but continued judging of meat, poultry, eggs, and dairy products is questionable. This is a digest of a Ph.D. thesis, which was submitted to The Ohio State University. (WB)

VT 005 511   ED 019 508
Kishkunas, Louis J.
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.

Pittsburgh Board of Public Education, Pa.
EDRS PRICE MF-$0.50 HC-$2.68   OEG-1-6-062015-1839   08
BR-6-2015
Pub Date - 15Dec67 65p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; *DEMONSTRATION PROJECTS; PRACTICAL NURSES; *JOB ANALYSIS; CORE CURRICULUM; TEACHER SEMINARS; CURRICULUM EVALUATION; *CURRICULUM DEVELOPMENT; TRAINING OBJECTIVES; STUDENT CHARACTERISTICS; MATERIAL DEVELOPMENT; CONTROL GROUPS; EXPERIMENTAL GROUPS; PROGRAM EVALUATION; COMPARATIVE ANALYSIS; SURGICAL TECHNICIANS

The principal purpose of the project was to develop a model health occupations training program. Lists of tasks performed by nurse aides, practical nurses, and surgical technicians were developed through (1) interviews with workers and job specialists, (2) a study of hiring requirements, job specifications, and daily activity charts, and (3) observations by the research staff. These lists were rated by 954 workers and supervisors in 43 area health service institutions. Workers rated the frequency of performance and supervisors the criticality of each task. Tasks reported as performed by no fewer than 50 percent of the workers and as a function of the worker by no fewer than 50 percent of the supervisors were analyzed. From these, 61 tasks common to the three occupations were used as the basis of the core curriculum. Inservice seminars were conducted principally to acquaint instructors with the concepts of activity-oriented, job-related materials and immediate reinforcement in learning. The curriculum was demonstrated in a 6-week nurse aide training program for 22 students in two groups as opposed to the conventional 8 weeks. A handbook of step-by-step basic nursing procedures, developed during the preparatory stage, was utilized and further developed during and following the course. On performance tests groups in the demonstration program had a significantly higher mean than the 14 students in two control groups in the 8-week conventional program, and experimental groups' scores were consistently high on the written tests. On-the-job supervisor evaluations showed no significant differences between experimental and control groups. Teacher evaluations, however, resulted in a sharp split as to whether the trainees were adequately prepared at the termination date. A bias against curriculum reduction was encountered in administering the project. It was concluded that the program was successful and that the model is suitable as a basic design for other paramedical training programs. Volume II of the "Final Report" is available as VT 005 512. (JK)

VT 005 512   ED 019 509
Kishkunas, Louis J.
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report. Volume II.

Pittsburgh Board of Public Education
EDRS PRICE MF-$0.75 HC-$7.88   OEG-1-6-062015-1839   08
BR-6-2015
Pub Date - Dec67 195p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; DEMONSTRATION PROJECTS; *SURGICAL TECHNICIANS; *PRACTICAL NURSES; CURRICULUM DEVELOPMENT; *JOB ANALYSIS; CORE CURRICULUM; TEACHER SEMINARS; PROGRAM EVALUATION; ACHIEVEMENT TESTS; STUDENT EVALUATION; TESTS; WORKSHEETS; STUDENT RECORDS; LESSON PLANS

Appendixes to the "Final Report," Volume I (VT 005 511), are included: (1) a schematic representation of curriculum development, (2) technical behavior checklists, (3) performance inventory forms used in on-the-job observations, (4) report form for typical job behavior of employee, (5) cooperating area health institutions, (6) tables for 2 scores for the frequency and criticality of tasks, (7) a core curriculum plan, (8) lists of tasks common to nurses aides, practical nurses and surgical technicians, (9) tasks grouped according to areas of knowledge, skill, and attitude, (10) the time schedule for an in-service instructor seminar, (11) teacher inservice workshop questionnaire, (12) instruments used in the demonstration course including quizzes, tests, samples of worksheets, progress records, lesson plan samples, and course schedules, (13) "True Cases of Nurse Aide Techniques," a booklet developed on the basis of the typical behavior reports and distributed to trainee graduates, (14) a competency rating form for employed nurse aides, and (15) a form for evaluating tasks by graduate trainees to indicate whether specific tasks were taught in the demonstration program and whether they were performed on-the-job. (JK)

VT 005 521   ED 020 426
Popiel, Elda S.
Associate Degree Nursing Program Workshop (University of Colorado School of Nursing, Denver, July 24-28, 1967). Final Report.

Colorado Univ., Boulder. School of Nursing
EDRS PRICE MF-$0.50 HC-$3.36
University of Colorado School of Nursing, Continuation Education Services (#2418), 4200 East Ninth Avenue, Denver, Colorado 80220 ($2.00).
Pub Date - 67 82p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES; *CURRICULUM DEVELOPMENT; *WORKSHOPS; ASSOCIATE DEGREES; TECHNICAL EDUCATION; CLINICAL EXPERIENCE; STUDENT EVALUATION; EDUCATIONAL OBJECTIVES; COURSE OBJECTIVES; LEARNING EXPERIENCE; COURSE CONTENT; LEARNING PROCESSES; TEACHING; PROGRAM EVALUATION; BIBLIOGRAPHIES; NURSING

Eighty-six nurses from 25 states and Canada attended a workshop to review the philosophy and purpose of the curriculum in associate degree nursing programs, identify objectives as well as content and learning experiences to meet the objectives, and consider means of evaluation. Presentations were: "The Associate Degree Nursing Curriculum: Its Philosophy and Purpose" by M. Montag, (2) "Development of Objectives" by M. Montag, (3) "The Teaching-Learning Process" by R. Swenson, (4) "Selection of Learning Experiences" by E. Carlson, (5) "Use of the Laboratory" by E. Carlson, and (6) "Evaluation" by A.Rines. Summaries of group work in developing objectives, selecting content and learning experience, and planning for evaluation in the areas of fundamentals of nursing, physical and mental illness, and maternal and child health are presented. A workshop evaluation opinionnaire, responses to it, and six bibliographies on different aspects of nursing are included. (JK)

VT 005 720   ED 020 439
Swenson, John H.
Scientific Secretary Training Program Development.

Colorado Univ., Boulder
EDRS PRICE MF-$1.25 HC-$12.36   OEC-6-85-049   08
BR-5-0188
Pub Date - Mar68 307p.

*SECRETARIES; *BUSINESS EDUCATION; *PROGRAM DEVELOPMENT; EDUCATIONAL NEEDS; PILOT PROJECTS; *EXPERIMENTAL PROGRAMS; *CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; SCIENTIFIC PERSONNEL; OCCUPATIONAL SURVEYS; EMPLOYEE ATTITUDES; JOB ANALYSIS; EMPLOYER ATTITUDES; PROGRAM EVALUATION; PREDICTIVE MEASUREMENT; PERFORMANCE CRITERIA; QUESTIONNAIRES; CURRICULUM EVALUATION; PRETESTS; POST TESTING

The objectives of the project, conducted during the period September 20, 1965 to March 15, 1968 were to (1) determine the educational needs of those persons working as scientific secretaries, (2) develop an instructional program to meet these educational needs, (3) conduct a pilot training program to test the adequacy of the instructional program, and (4) determine the criteria and evaluative instruments for predicting the success of persons to be trained. Educational needs were determined trhough a review of literature, a survey of existing specialized secretarial training programs, and observations, interviews and a questionnaire study of personnel in 118 science-oriented organizations in 25 different states and the District of Columbia. A pilot training program for 46 trainees, consisting of 320 clock-hours of instruction, based on crucial tasks identified in the study was conducted and evaluated. It was found that scientific secretaries have special educational needs for developing knowledge and skills in basic general science, scientific and technical terminology, mathematics, technical typing (equations, symbols, and formulas), and technical shorthand. The trainees achieved significant improvement in knowledge and skill on 16 of 20 pre- and post-test measures (.05 level) as a result of their experience in the pilot training program. It was concluded that it appears possible to predict with considerable accuracy the degree of success whi which adult women will achieve in a formalized training program for scientific secretaries. Extensive appendixes include catalog descriptions of existing training programs, the project evaluation, project data, and curriculum guides for scientific secretary training programs for secretarial skills, English, mathematics, and science. (PS)

EMPLOYMENT AND OCCUPATIONS SECTION

VT 000 540
Curtis, C.M.; Mondart, C.L., Sr.
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Lake Charles Area.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Vo-Ag-Ed-11
Pub Date - May65 58p.

AGRICULTURAL EDUCATION; *OCCUPATIONAL SURVEYS; *OFF FARM AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL CLUSTERS; METROPOLITAN AREAS; EMPLOYMENT QUALIFICATIONS; AGRICULTURAL SKILLS; EMPLOYMENT STATISTICS
LAKE CHARLES; LOUISIANA

A survey of 90 nonfarm businesses and agencies identified present and emerging agricultural occupations other than farming or ranching for which instruction in vocational agriculture should be available in public schools. Data concerned the occupational families: (1) farm machinery sales and services, (2) farm supplies and equipment, (3) livestock and poultry, (4) crops, forestry and soil conservation, (5) ornamental horticulture, (6) wildlife and recreation, (7) farm service, and (8) agricultural service. Job titles and their specific characteristics are given for each occupational family. Of the 1,098 employees in the firms surveyed, 508 were required to have competencies in agricultural subjects. Both numbers of employees and job titles were expected to increase. The greater proportions of managerial, supervisory, sales, and skilled employees showed a decreasing need for semiskilled and unskilled workers. Replacement of workers was limited almost entirely to applicants with a high school or college education. A need for more intensive vocational education prior to job entry or early in employment was indicated by a majority of employers. Recommendations include: (1) Counselors, teachers, students, and parents should be acquainted with the rapid growth of agriculture and the number and variety of jobs available, (2) Programs of vocational education in agriculture must function within an overall program of vocational education, (3) General training in agriculture should be given early in the program and specialized courses and work training later, and (4) Schools should gear vocational agriculture to off-farm job training but continue to provide farmer training. (RW)

VT 000 552
Kaufman, Harold F.; Cole, Lucy W.
A Case Study in Trade-Area Development, Changes in Occupation and Social Organization in a Northeast Mississippi County. Bulletin 673.

Mississippi Agricultural Experiment Station, State College
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct63 30p.

*EMPLOYMENT TRENDS; AGRICULTURAL TRENDS; RURAL POPULATION; LABOR FORCE; *COMMUNITY DEVELOPMENT; COMMUNITY STUDY; *INDUSTRIALIZATION; FAMILY LIFE; *RURAL AREAS; *SOCIAL CHANGE
ALCORN COUNTY; MISSISSIPPI

The focus of this study of a community development is on shifts in the labor force, changes in rural social organization and institutions, and the nature of development organization. It is an interpretative report based on intensive studies in Alcorn County. The findings of 26 published reports listed in the appendix, together with unpublished data, provide the basis for analysis. The data have been taken largely from sample surveys of households in 37 white, open-country and hamlet neighborhoods. Changes in major occupational groupings from 1940-60 show that the number of gainfully employed remained relatively constant with a rapid shift out of agriculture into manufacturing, trades and services. The number employed in agriculture declined by approximately 60 percent while the number employed in manufacturing increased by three-fourths. As the number of workers in agriculture declined, populations, organizations, and services moved from the open-country to the trade center, Corinth, which in 1963 had an estimated one-half of the county's population. With this shift family income increased appreciably, and radical changes occurred in the farm enterprise. The increase in the number of rural women gainfully employed had a favorable impact on rural income and level of living. The findings are presented in six categories: (1) place and people, (2) occupational changes, (3) family types and family living, (4) changing neighborhoods, (5) development organization in the open-country, and (6) organization of the trade area. (SL)

VT 000 560
Kuhns, Eileen P.
Technical and Semi-Professional Occupational Survey.

Montgomery Junior Coll., Rockville, Md.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 101p.

*OCCUPATIONAL SURVEYS; *COMMUNITY COLLEGES; *TECHNICAL EDUCATION; *CURRICULUM; CURRICULUM PLANNING; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL NEEDS
DISTRICT OF COLUMBIA; MONTGOMERY JUNIOR COLLEGE; MARYLAND

The survey was undertaken in order to identify occupational curricula appropriate for the new Rockville campus of Montgomery Junior College. Of the almost 100 curriculums studied, 54 were regarded as feasible for the Washington area and were included in a questionnaire sent by mail to employers. These curriculums fall into the four broad categories of Medical Auxiliary Technologies, Business, Applied Science Technologies, and Public Service. The complete list on the questionnaire is included in the appendix. Respondents participating in the 1963 survey were from 551 firms with a total of 153,866 employees. Of these, 144 participated as part of a "selected" sample of public and private establishments known to employ considerable numbers of technical and semi-professional personnel. This sample accounted for 121,665 or 79 percent of the persons currently employed. Based on the findings, the following curriculums or options were recommended: (1) Nursing, (2) Electronic Data Processing, Business Data Processing or Research and Development Data Processing, (3) Civil Technology, Cartography, Photogrammitry, or Highway Design, (4) Mechanical Technology or Engineering Drafting and Design, (5) Electronic Technology or Electrical Technology, (6) Printing and Graphic Arts, Production and Management, Photography, or Commercial Arts, and (7) Science Technology, Chemical Technology, or Pure Science Technology. In addition, courses suggested for the Evening Division were Executive Administrative Aide, Personnel Management, Real Estate, Police Training, Recreational Leadership, Report Writing, Secretarial, and others as the need arises. (PA)

VT 000 581
Curtis, C.M.; Mondart, C.L. Sr.
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Baton Rouge Area.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Vo-Ag-Ed-8
Pub Date - Mar65 63p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *OCCUPATIONAL SURVEYS; SALARIES; WORK EXPERIENCE; EMPLOYER ATTITUDES; AGE; RESIDENCE REQUIREMENTS; *EDUCATIONAL NEEDS; METROPOLITAN AREAS; EMPLOYMENT OPPORTUNITIES; AGRICULTURAL SKILLS; *EMPLOYMENT QUALIFICATIONS; EMPLOYMENT STATISTICS; VOCATIONAL AGRICULTURE; QUESTIONNAIRES
BATON ROUGE; LOUISIANA

The objective of this survey was to identify off-farm agricultural businesses and professional organizations having one or more job titles requiring knowledge and skill in agriculture and to obtain specific qualifications for job entry. In this survey, one of seven in Louisiana, 153 firms had 4,612 employees, 2,495 of which were in 326 job titles requiring knowledge and skill in agriculture. Job titles were classified by occupational families and employment level. These families and levels were tabulated by educational level, residential background, farm experience, and continuing education requirements. It was concluded that (1) Vocational agriculture program objectives must be expanded to include education for off-farm agricultural occupations, (2) The acceptable job entry ages of 25 to 45 could be lowered with proper pre-employment training, (3) Salaries were in keeping with training and experience, and (4) High school and college training is stressed by employers. Extensive knowledge and skills in agriculture are required of management, supervisory, and sales personnel while intensive training in their specialty are required of professional, technical, and skilled personnel. Recommendations concerned implementation of programs in the schools to prepare students for entry into the off-farm agricultural occupations. (JM)

VT 000 583
Mondart, C.L. Sr.; Curtis, C.M.
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in Alexandria-Pineville Area.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan65 67p.

VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; AGE; *OCCUPATIONAL CLUSTERS; EMPLOYMENT LEVEL; *OCCUPATIONAL SURVEYS; SALARIES; EMPLOYMENT EXPERIENCE; EMPLOYER ATTITUDE; RESIDENCE REQUIREMENTS; *EDUCATIONAL NEEDS; EMPLOYMENT QUALIFICATIONS; *EMPLOYMENT OPPORTUNITIES
ALEXANDRIA; PINEVILLE; LOUISIANA

The principal purposes were to identify off-farm agricultural occupational job titles requiring knowledge and skill in agriculture and to obtain job qualifications. In this survey, one of seven in Louisiana, of the 3,048 employees reported by 138 firms, 913 were required to have training in agriculture. Job titles were classified into occupational families and employment levels, and these were tabulated by educational level, residential background, farm experience, and continuing education requirements. There were 224 different job titles with a trend toward the farm and agricultural services family and toward management, skilled, and professional levels. Employers preferred a job entry age between 25 and 45. Salaries were proportionate to experience and employment level. Some employers favored farm background and high school or college education in employees. Personnel in management, supervision, and sales were required to have broad agricultural knowledge while professional, technical, and skilled personnel were required to have more specific and intensive training in agriculture. Recommendations for the implementation of educational programs are included. (JM)

VT 000 603
New York Women and Their Changing World, A Report and Recommendations.

Governor's Committee on the Education and Employment of Women, Albany, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Executive Chamber, State Capitol, Albany, New York.
Pub Date - Dec64 97p.

*FEMALES; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL OPPORTUNITIES; EQUAL OPPORTUNITIES (JOBS); PART TIME JOBS; OCCUPATIONAL GUIDANCE; POST HIGH SCHOOL GUIDANCE; MAIDS; HOME STUDY; *ADULT EDUCATION; PRESCHOOL PROGRAMS; VOLUNTEERS; ASPIRATION; MARITAL STATUS
NEW YORK

The greatest single change in the employment of women in the last 10 years has been the increase in number of married women at work. Because this brings changing problems and opportunities, a special committee recommended action programs on education, employment, and opportunities. The program to further the education of New York State women focused on the following needs: (1) new life goals for women, (2) continuing education for married women, (3) new ways for women to find new goals at home, (4) new ways for mothers to continue their education at home, (5) reemployment for mature women, (6) state profit by its investment in teacher training, (7) educational enrichment for disadvantaged children, and (8) better understanding of the roles of women by boys and girls. The program to improve the community in utilization of womanpower focused on the need for: (1) knowing more about women's need for jobs and industry's need for women, (2) more understanding by industry of the present performance of women workers, (3) part-time work, (4) competent and certified homemaker's assistants for working mothers, (5) occupational guidance for educated women, and (6) opportunities for volunteer service. The programs to seek out practices which discriminate against women's employment focused on the need for: (1) restudy of protective labor legislation, (2) supplemental legislation to promote employment opportunities for women, (3) a new understanding and more flexible application of equal pay laws, (4) more top jobs for women in New York State Government, (5) more information about women well-prepared for high level appointments, (6) better communications about new opportunities for women, (7) a breakdown of the invisible barriers that limit the number of women in high level jobs. A general recommendation was that several people be appointed to determine how these specific recommendations could be carried out. Background information is given in 13 appendixes. (MS)

VT 000 666
Cole, Lucy W.; Kaufman, Harold F.
A Case Study in Trade-Area Development, A Statistical Supplement. Progress Report in Sociology and Rural Life No. 30.

Mississippi Agricultural Experiment Station, State College
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug63 45p.

*EMPLOYMENT TRENDS; *AGRICULTURAL TRENDS; *POPULATION TRENDS; *RURAL POPULATION; ADOPTION (IDEAS); FARMERS; AGRICULTURAL PERSONNEL; LABOR FORCE; FAMILY INCOME; STATISTICAL DATA; INDIVIDUAL CHARACTERISTICS; INDUSTRY; SOCIAL ENVIRONMENT
ALCORN COUNTY; MISSISSIPPI

As a supplement to "A Case-Study in Trade-Area Development," (VT 000 552), which is an interpretive study of field studies conducted in Alcorn County, Mississippi, from 1955-1960, this document contains 45 tables of statistics grouped into informational topics titled: (1) Place and People, (2) Occupational Changes, (3) Family Types, (4) Changing Neighborhoods and Development Organization in the Open Country, and (5) Organization of the Trade Area. It also includes a section on the structure of the Corinth Chamber of Commerce. (JM)

VT 000 795
Labour and Automation. A Tabulation of Case Studies on Technological Change, Economic and Social Problems Reviewed in 160 Case Studies. Bulletin 2.

International Labour Office, Geneva. (Switzerland)
MF AVAILABLE IN VT-ERIC SET.
The International Labour Office, Washington Branch, 917 Fifteenth Street, N.W., Washington, D.C. 20005 ($1.00).
Pub Date - 65 94p.

*INDUSTRY; *TECHNOLOGICAL ADVANCEMENT; *LABOR; *AUTOMATION; *RESEARCH; ECONOMICS; EMPLOYMENT TRENDS; EMPLOYMENT QUALIFICATIONS; OCCUPATIONS; PERSONNEL POLICY; WAGES; COMPARATIVE ANALYSIS; WORK ENVIRONMENT

One hundred and sixty case studies on the impact of automation are analyzed to show what aspects of the subject have been studied. These were conducted by various government agencies and private research bodies in 14 countries and cover 29 industries. The case studies have been regarded as investigations of the effects of the introduction of technological changes on the work situation in a plant. Tables show the distribution of the 160 studies by country, the distribution by country of the industries studied in declining order of frequency of coverage, and the kinds of problems examined at plant level. Summary statements point out that the effects of technological changes on occupational requirements, working conditions, and employment have been of concern to the majority of researchers. The changes in occupational requirements were uppermost in the minds of the researchers. Structural changes occuring in the work force, the impact on wages and labor-management practices regarding personnel adjustment have also received wide-spread attention. Inter-country comparisons show certain variations in the level of interest in different subjects. For instance, the change in social interaction was studied in 17 of 29 cases in France but only four of 28 cases in the Federal Republic of Germany and in 15 of 49 cases in the United States. Changes in occupational structure in both production and non-production labor were covered in almost all of the cases from the U.S.S.R. but in only about one-third of those included from the United States. (SL)

VT 000 829
Changing Workforce Characteristics of an Automated Insurance Company, A Supplementary Report to A Large Life Insurance Company Automates, Workforce Implications of Computer Conversion. (Automation Program Report, no. 3 supplement).

Wisconsin State Employment Service, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 80p.

*INSURANCE COMPANIES; *PERSONNEL; CLERICAL WORKERS; ELECTRONIC DATA PROCESSING; *EMPLOYMENT TRENDS; EMPLOYMENT PRACTICES; PROFESSIONAL PERSONNEL; ADMINISTRATIVE PERSONNEL; *AUTOMATION; *ORGANIZATIONAL CHANGE; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT PROBLEMS; SALARIES; COMPARATIVE ANALYSIS

End-of-year personnel and payroll data for 1956 and 1962 were used to study the staffing pattern of all home office employees in affected, unaffected and created divisions before and after conversion to Electronic Data Processing (EDP). Some conclusions were (1) The outstanding result of conversion to EDP is a need for fewer new workers (this decrease occurred entirely in entry and routine classifications), (2) EDP eliminated more positions than it created, (3) Typing and shorthand ability, rather than college education, would enhance employability of female applicants, (4) The need for male workers in the home office dropped after conversion, and (5) A college education would enhance the employability of male applicants. Significant changes occurred in the following wage classification groupings: (1) the middle management and professional grouping increased, (2) the entry in routine clerical grouping declined, (3) the stenographic and secretarial grouping increased, (4) the unclassified grouping increased, and (5) the agency premium processing job was eliminated. (SL)

VT 000 856
Nightwine, William H.; Perryman, Bruce C.
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry, April-July 1967. Final Report.

Wyoming Employment Security Service, Casper
Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
Central Wyoming College, Riverton
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 85p.

*OCCUPATIONAL SURVEYS; VOCATIONAL EDUCATION; COMMUNITY COLLEGES; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL PLANNING; *EDUCATIONAL NEEDS; EMPLOYMENT TRENDS; EMPLOYER ATTITUDES
FREMONT COUNTY; WYOMING

This study was designed to examine employment projections, identify occupations in which there was a shortage or surplus of workers, determine course content desired by the employers, determine educational requirements for occupations with worker shortages, and aid in the new community college educational planning to meet the needs of potential employees in Fremont County. Data were collected by personal interview from 335 employers who represented 85 percent of the population. Findings included: (1) The number of jobs will be fairly constant with a high degree of personnel turnover in each job, (2) The least worker shortage was in the machine trades and processing occupations, (3) The most difficult-to-fill occupations were salesman, cook-baker, and meat cutter, and (4) There was a need for courses in accounting, stenography, nursing, distribution, and agriculture sales and service. A limitation of this study was that it examined only employer opinion. It was recommended that the college concentrate on developing combinations of subject areas such as agriculture sales-automotive mechanics or management-accounting, utilize occupational and business advisory groups for planning the content of the courses, concentrate on courses in which obvious needs exist, and develop an on-going system of data collection to determine changes in employer and student needs. The interviewer training material and the survey instrument are included. (EM)

VT 000 886
Duncan, J.W.
The Michigan Power Study, Phase I, An Analysis of the Characteristics of Michigan's Labor Force in the Next 15 Years.

Battelle Memorial Inst., Columbus. Socio-Economics Research Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 18May66 91p.

*EMPLOYMENT PROJECTIONS; *EMPLOYMENT TRENDS; OCCUPATIONS; *LABOR FORCE; AGE; ACADEMIC ACHIEVEMENT; STUDENT ENROLLMENT; INDUSTRY; LABOR MARKET; EMPLOYMENT STATISTICS; POPULATION GROWTH; ECONOMICS; EMPLOYMENT OPPORTUNITIES; *DATA ANALYSIS; *MODELS
*BATTELLE'S SOCIO-ECONOMIC MODEL; MICHIGAN

Thirty-two occupations in Michigan were studied (1) to develop an improved methodology for analyzing the projected characteristics of the labor force such as educational attainment, industry of employment, and occupation of employment, (2) to provide estimates of the characteristics of Michigan's labor force during the next 15 years, and (3) to serve as an input for Michigan's educational planning. Phase 2 will analyze 19 additional occupations. The methodology emphasizes analysis of the structure of employment in occupations from each of the major industrial classifications. The model used was designed to evaluate the interaction between the supply of labor and the demands for labor. Although Michigan will retain or slightly expand its current share of the national employment in the motor vehicle industry, by 1980, its employment structure will be considerably more diversified. Professional and related services will account for 22 percent of the total employment compared to 12 percent in 1960. Manufacturing employment will decline from 38 to 29 percent. Total employment will increase from 2,726,900 in 1960 to 3,936,000 in 1980. As the 1970's progress, the orientation of employment to persons with "conceptual skills" will underline the importance of the development of human resources, so that a shortage of skilled persons will not serve as a constraint on economic growth. (EM)

VT 001 129
Training Needs Survey--Legal Stenographer.

Wisconsin State Employment Service, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 3p.

*STENOGRAPHERS; *EMPLOYER ATTITUDES; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT STATISTICS; OCCUPATIONAL SURVEYS; INDIVIDUAL CHARACTERISTICS
WISCONSIN

A sample of the 5,176 active state bar members, including judges, was surveyed to determine job opportunities for legal stenographers. Usable questionnaires were returned from 1,532 members. A total of 1,236 or 80.7 percent of those responding stated that they would be interested in graduates of a training program for legal stenographers regardless of their current needs. After making adjustments for those members who were not part of the sample or who did not respond, the current statewide need for legal stenographers was estimated at 210. The anticipated need for 1965 was 550. Tables prepared from the survey data include: (1) a summary of responses by counties with number of active bar members, number of bar members responding, presently employed stenos, full-time stenos, job vacancies, employment requirements one year from now, and number of bar members interested in graduates, (2) marital status of stenos by length of employment, (3) length of employment by age, and (4) marital status by age. (PS)

VT 001 138
A Study of Cosmetology in Wisconsin.

Wisconsin State Employment Service, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 15p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT TRENDS; *COSMETOLOGISTS; INDIVIDUAL CHARACTERISTICS
WISCONSIN

Purposes of the survey were to determine the need for trained beauty operators in Wisconsin and some characteristics of those working in this field of cosmetology. The first questionnaire was sent to 2,300 establishments and dealt with current employment, 2- and 5-year estimated employment, replacement needs, recruitment of beauty operators, training and experience desired, nature and trends of employment, and wages paid. From this mailing, 824 questionnaires were returned. The second questionnaire was sent to 5,624 licensed managers and 9,534 licensed operators and attempted to determine source of training, experience in securing employment after training, relation of present employment to training career satisfaction, personal characteristics, and related data. There were 6,994 questionnaires returned. Findings indicated that the present work force, supplemented by recent and anticipated cosmetology school graduates, is adequate to meet the present and future demands of the industry. There is a need for advanced training to keep the work force properly skilled to meet the demands of the everchanging field of fashion and beauty culture. Many eligible managers and operators are not working in cosmetology because of low wages, long hours, and family considerations. (PA)

VT 001 213
Science and Engineering Technician Study, A Study of Employment and Education and Science and Engineering Technicians in San Mateo and Santa Clara Counties, California.

California State Dept. of Education, Sacramento. Instructional Materials Laboratory
San Mateo Coll., Calif.
San Jose City Coll., Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 73p.

*ENGINEERING TECHNICIANS; *SUBPROFESSIONALS; QUESTIONNAIRES; JOB ANALYSIS; EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION; MATHEMATICS; EDUCATIONAL BACKGROUNDS; TECHNICAL EDUCATION; EDUCATIONAL NEEDS; OCCUPATIONAL SURVEYS
SAN MATEO COUNTY; SANTA CLARA COUNTY; CALIFORNIA

The purposes of this study were: (1) to identify and enumerate science and engineering personnel employed by industry, (2) to make a job analysis of the work of technicians, and (3) to determine the role of junior colleges in training technicians. A "Company Questionnaire" and a "Technician Questionnaire" collected data from 207 firms which employed 3,167 technicians and 10,346 professionals. Job titles were identified for 88 jobs in 19 occupational areas: aeronautical, ceramic, civil, design, electrical, electromechanical, industrial, mechanical, metallurgy, mining, nuclear, plastics, chemistry, geology, physics, mathematics, meteorology, biological science, and food chemistry. Electronics and drafting technicians were omitted because programs existed in these areas. Employer's projections indicated a need for an additional 2,294 technicians in 1963 and 2,382 for 1965. Major sources of technicians were (1) upgraded employees, (2) new but experienced employees, (3) new employees with junior college background, and (4) professional employees. Preferred sources coincided with these employee sources. More than 50 percent of the technicians had completed 2 years of college and were continuing to attend courses. Over 80 percent of the companies reimbursed employees for advanced course work. Statistical data are given for: (1) technician employment, (2) women technicians, (3) ratio of technicians to professional and to total employees, (4) distribution of technicians by college district and occupational family, and (5) sources and training of technicians. Data are also given on mathematical competencies by occupational family. (EM)

VT 001 329
Impact of Automation on Office Occupations. Report of Conferences and Recommendations for Business Education Programs in the Secondary School.

California State Dept. of Education, Sacramento. Bureau of Business Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 53p.

CONFERENCES; *OFFICE OCCUPATIONS EDUCATION; *AUTOMATION; *EDUCATIONAL CHANGE; *EDUCATIONAL NEEDS; *BUSINESSMAN OPINION; BOOKKEEPING; SECRETARIES; STENOGRAPHERS; TYPISTS; CLERICAL WORKERS; OFFICE MACHINE OPERATORS

Businessmen attended three conferences on the impact of automation on office occupations in Sacramento, Los Angeles, and Burlingame, California in February and March 1962. A summary of the conference findings, recommendations for the development of business education programs to meet changing needs, and a selected bibliography are included in this report. Findings included: (1) The emphasis in typewriting instruction should be on production work rather than on timed writings, (2) The shorthand program should prepare students to take dictation at 80 to 100 words per minute and to achieve these rates in the shortest possible time, (3) Bookkeeping should be taught with emphasis on the theory aspects of the course, (4) Instruction should be provided on the kinds of business machines used in offices in which students are likely to seek employment, (5) Automation in the office has not affected the demand for qualified secretaries, stenographers, and typists, (6) There is likely to be a decrease in the number of jobs which involve the operation of one machine, and (7) Many jobs requiring bookeeeping skills have been eliminated, and bookkeeping activities have been divided into many different tasks or assignments. Recommendations concerned increased business-community cooperation, more effective counseling, changed emphasis in skills preparation, emphasis on developing desirable attitudes, and improved courses and methods. (PS)

VT 001 385
Kiefert, James J.
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota. Research Report no. 1.

North Dakota Univ., Grand Forks
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec66 55p.

*MIGRATION PATTERNS; PILOT PROJECTS; QUESTIONNAIRES; ACADEMIC ACHIEVEMENT; ATTITUDES; FAMILY INCOME; SOCIOECONOMIC STATUS; AGE; GEOGRAPHIC LOCATION; *MIGRANTS; *INDIVIDUAL CHARACTERISTICS; MOTIVATION; EMPLOYMENT
WALSH COUNTY; NORTH DAKOTA

The purposes of this study were to serve as a pilot in testing measuring instruments for a statewide migration study and to compare 20 out-of-state migrants, 28 within-state migrants, and 40 stables (individuals who have decided not to move) by identifying characteristics of age, residence, education, and employment along with numerous social factors possibly involved in the decision to migrate. Participants responded to a questionnaire or a followup telephone call. Some findings are: (1) The mean age of stables was 50.2 years, of within-state migrants, 34.6 years, and of out-of-state migrants, 37.3 years, (2) Over 87 percent of all groups was born in North Dakota, (3) Over 50 percent of the out-of-state migration was to the West Coast, (4) Migrant groups had more formal education, (5) The majority of both migrant groups were employed full-time both before and after migration, (6) Both migrant groups raised their mean occupational prestige rating, but out-of-state migrants had the higher mean, (7) Average family income increased significantly for both migrant groups, (8) The stables appeared to have higher incomes than either migrant group before migration, (9) The most frequently named reasons for migration were higher wages, more avenues to success, better community size, (10) Of out-of-state migrants, 66.5 percent indicated they would not return to Walsh County, (11) Approximately 93 percent of the migrants indicated their future would not look so good had they remained in Walsh County. (MM)

VT 001 804 ED 019 403
Hamburger, Martin
The Significance of Work Experience in Adolescent Development, A Discussion Paper Prepared for the U.S. Office of Education, Division of Adult and Vocational Research.

EDRS PRICE MF-$0.25 HC-$0.76
Pub Date - Jan67 17p.

WORK EXPERIENCE; *PROGRAM EFFECTIVENESS; LITERATURE REVIEWS; *WORK STUDY PROGRAMS; *WORK EXPERIENCE PROGRAMS; COOPERATIVE EDUCATION; INDIVIDUAL DEVELOPMENT; ADOLESCENTS

The number of adolescents engaged in supervised work experience or work-study programs that presumably have built-in "meaning" is quite small. Although it is claimed that meaningful work experience for students increases the holding power of the school, builds character, develops desirable habits and attitudes, and provides vocational orientation, research evidence on the efficiency of work experience as educational or theraputic is lacking. If positive outcomes emerge from work experience, they are primarily financial or otherwise instrumental. This instrumentality, however, is connected with independence, maturity, and responsibility. Meeting role-models, key figures, and vocationally successful people may be just as important as any other experience. In developing, strengthening, or expanding work-study programs, it must be recognized that the availability of work slots in the private sector of business is quite restricted, and that, although the greatest number of possibilities exist in public or non-profit settings, there is a dearth of inherently meaningful jobs in both sectors. Thus the burden is on the coordinator and other adults to use all kinds of jobs and "impart" meaning to them by being explicit, honest, and straightforward in spelling out the facts such as repetitiveness, drudgery, acceptance of criticism, and tolerance for supervision. It is the connection, the relationship, or the fact of life which gives the experience meaning, not the task which has inherent meaning. Coordinators and job supervisors need to receive special training. For coordinators, this may be in workshops at first, but eventually career specialized training is essential. The concepts of work experience, the work experience programs, the claims, the evidence of effectiveness, and the implications for curriculum development are reviewed. (PS)

VT 001 836 ED 019 411
Sheriff, Don R.; And Others
Selection and Training, A Survey of Iowa Manufacturing Firms. Monograph Series No. 4.

Iowa Univ., Iowa City. Center for Labor and Management
EDRS PRICE MF-$0.25 HC-$2.32
Pub Date - Dec66 56p.

QUESTIONNAIRES; SURVEYS; *PERSONNEL SELECTION; *MANUFACTURING INDUSTRY; EMPLOYMENT TRENDS; EMPLOYMENT PRACTICES; JOB APPLICATION; RECRUITMENT; *INDUSTRIAL TRAINING; *EDUCATIONAL PROGRAMS; VOCATIONAL EDUCATION
IOWA

Information on employee selection and training activities was secured from questionnaires returned by 215 of 283 firms employing at least 100 persons. Data from 207 separate items for each firm were key punched and tabulated into multivariate cross-classifications. Over 60 percent of the firms were in cities having over 25,000 population, 40 percent were branches or divisions of multi-plant companies, 50 percent were under 25 years old, and 53 percent had between 100 and 250 employees. Recruitment techniques varied with the type of employee to be selected. Newspaper advertising was most commonly used for managerial, professional, and technical employees, public employment agencies for clerical employees, and unsolicited applications for hourly employees. As the employment level of the individual to be selected increased, the greater was the likelihood that the firm would use some form of advertising, contact a private employment agency, or recruit through technical institutes or colleges. Only 159 firms supplied information on training programs. Of these, 85.5 percent offered new employee orientation, 47.2 offered apprenticeship preparation, 60.4 percent offered clerical education, and 48.3 percent provided technical training. Most training was offered on an inplant basis. Practices most frequently used were on-the-job training, correspondence course, out-of-plant training, tuition refund by employers to encourage employee participation in training programs, determination of training needs by managerial observation and judgment, and evaluation of training activities by performance records and results-oriented data. Appendixes include the survey instruments and a list of publications of the Center for Labor and Management. (EM)

VT 001 995
Happe, M.J.
Technician Needs in a Farm Machinery Engineering Group.

American Society of Agricultural Engineers, St. Joseph, Michigan
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 15p.; Paper presented at the Winter meeting of the American Society of Agricultural Engineers, Chicago, December 6-9, 1966.

*AGRICULTURAL ENGINEERING; *ENGINEERING TECHNICIANS; *EDUCATIONAL NEEDS; *JOB SKILLS; ON THE JOB TRAINING

A shortage of engineers and the necessity to improve efficiency has casused engineering organizations to depend upon technicians to carry out routine duties. Consequently, the status of engineers is enhanced as their duties become more clearly creative. The engineering technician work at New Holland, Michigan, falls into three classes; drafting, field testing, and laboratory testing. Draftsmen advance in the organization from elementary trainee responsibilities to the complex assignments of a design draftsman in 4 or 5 years. Field test technicians work as operators, mechanics, and observers at field locations. Laboratory technicians engage in devising and conducting laboratory endurance tests and stress analysis. The major educational requirement is the 2-year associate degree. Because men with some advanced education usually aspire to higher job levels, the technician curriculum should be applicable to later acquisition of an engineering degree. However, the technician job level is no longer considered a dead end. Technicians are considered promotable, and group leader jobs in drafting and testing are open to them. There is a possibility of their reaching the design or test engineer level. (JM)

VT 002 016 ED 019 427
Jarrett, Von H.
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.

Utah State Univ., Logan. Dept. of Agricultural Education
EDRS PRICE MF-$0.25 HC-$0.36
Pub Date - 67 7p.

*AGRICULTURAL ENGINEERING; *VOCATIONAL AGRICULTURE; *FARMERS; *JOB ANALYSIS; *EDUCATIONAL NEEDS; SURVEYS; AGRICULTURAL PRODUCTION; QUESTIONNAIRES
UTAH

The major purposes of this study were to: (1) improve the curriculum in agricultural mechanics for the preparation of vocational agriculture teachers at Utah State University, (2) serve as a guide in changing and developing future courses in agricultural mechanics for all-day students, (3) discover the needs for inservice training programs, and (4) identify areas of instruction which might be offered at the post-high school level. The data were obtained from 670 usable survey forms completed by vocational agriculture students' parents residing in 14 designated counties. One vocational agriculture teacher in each county was selected to administer and collect the survey forms. Some findings were: (1) Parents of high school vocational agriculture students desired additional training in all areas of agricultural mechanics, (2) 33 percent of the farms were under 100 acres in size, (3) Agriculture teachers were teaching more students from part-time than full-time farms, and (4) 73 percent of the farmers felt they should perform 15 of the 16 listed farm shop activities. Since Utah farmers perform many mechanical activities for which they are not properly trained, additional training is needed in all areas of mechanics. Increased emphasis should be placed on mechanical activities to serve the growing number of part-time farmers. The mechanical job operational survey form with an instructional letter for parents is included. (WB)

VT 002 247 ED 019 434
Job Briefs, Selected Federal Jobs--Duties, Qualification Requirements, Sample Test Questions.

Civil Service Commission, Washington, D.C.
Office of Economic Opportunity, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$2.88
Pub Date - 66 70p.

*WHITE COLLAR OCCUPATIONS; WAGES; FEDERAL GOVERNMENT; *BLUE COLLAR OCCUPATIONS; APTITUDE TESTS; *GOVERNMENT EMPLOYEES; *OCCUPATIONAL INFORMATION; EMPLOYMENT QUALIFICATIONS; *TESTS; EMPLOYMENT OPPORTUNITIES; JOB SKILLS

Information about jobs in the Federal government for persons with limited work experience or education is provided. Job briefs describing work, opportunities, number employed, employing agencies, and qualifications are given for (1) 19 white collar and post office jobs such as clerk-typist, clerk-stenographer, nursing assistant, soil conservation aid, and mail handler, and (2) 27 wage board jobs such as apprenticeship, agricultural research helper, animal caretaker, carpenter, forklift operator, food service worker, laundry worker, machinist, packer, painter, plumber, truck driver, warehouseman, and welder. Also included are (1) sample test questions for both white collar and wage board examinations, (2) policies relative to hiring, wages, and qualification examinations, (3) a list of civil service regional offices, and (4) Classification Act salary rates for March, 1966. (JM)

VT 002 353 ED 019 440
Negroes in Apprenticeship. Manpower Automation Research Monograph No. 6.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.64
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20410
Pub Date - Aug67 39p.

VOLUNTARY INTEGRATION; *NEGRO EMPLOYMENT; *LABOR UNIONS; NEGROES; NEGRO YOUTH; *APPRENTICESHIPS; *EQUAL OPPORTUNITIES (JOBS); EMPLOYMENT PROGRAMS; PRIVATE AGENCIES; LABOR STANDARDS; GOVERNMENT ROLE; COMMUNITY ACTION; LABOR LAWS; SOCIOECONOMIC INFLUENCES; POLICY; DIRECTORIES; PROGRAM EVALUATION

Selected portions of a study, "Negro Participation in Apprenticeship Program" (VT 004 310) by F. Ray Marshall and Vernon M. Briggs, Jr., are presented to foster action to afford fully equal apprenticeship opportunity. Apprenticeship programs in New York, Philadelphia, Cleveland, Pittsburgh, Cincinnati, Detroit, San Francisco-Oakland, Houston, Atlanta, and Washington were studied through numerous interviews with representatives of labor, management, civil rights groups, government, educational organizations, and Negro youth. The study concluded that the inadequate supply of Negroes who presently want to or can qualify for apprenticeship is, more than discrimination, the chief obstacle to wider participation of Negroes in the 350 apprenticeable trades. Of 21,500 apprentices employed on federally supported construction projects in 1964, 483 (2.2 percent) were Negro. Despite federal and local laws and regulations requiring equal opportunity, there have been no significant increases in the number of Negro apprentices, especially in the building trades. The greatest barrier has been the lack of major efforts to recruit, train, and counsel qualified applicants. Also needed are full employment conditions, information dissemination efforts, and a variety of corrective measures on the part of educators, employers, unions, civil rights groups, and government. Some specific recommendations are included. Regional and field offices and apprenticeship information centers are listed. (ET)

VT 002 355
Job Training Suggestions for Women and Girls.

Women's Bureau (Dept. of Labor), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
BW-Leaflet 40
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L13.11:40, $.10).
Pub Date - 65 12p.

*VOCATIONAL EDUCATION; *WOMENS EDUCATION; *JOB TRAINING; ON THE JOB TRAINING; FEDERAL PROGRAMS; PRIVATE SCHOOLS; APPRENTICESHIPS

The need for highly skilled and trained workers is increasing, and women and girls seeking employment in the future will find the largest number of openings in fields requiring the most education and training. For occupations not requiring a college degree, training may be acquired through school courses, the apprenticeship system, formal on-the-job training programs, other in-plant or vestibule training, preemployment training by employers, home study courses, and federally aided programs. Vocational courses are offered in over half of the public secondary schools in the country. Many schools have cooperative programs in which students spend half time in school and half time at work while receiving training related to classroom instruction. Most junior and nearly all public community colleges offer both day and evening vocational courses. Private business, trade, and technical schools which specialize in training for employment have short-term, intensive courses and usually assist in job placement. Company inservice training programs provide training for upgrading present employees and initial or preemployment training for specific occupations. Through apprenticeship programs, workers may learn a recognized skilled trade by means of a formal procedure combining at least 2 years of work experience with 144 hours per year of related instruction. The Youth Opportunity Center, Manpower Development Training Act, Neighborhood Youth Corps, and the Job Corps are federally aided training programs for the unemployed, underemployed, or hard-to-place persons. (FP)

VT 002 452 ED 019 447
Rosofsky, Rose G.; Kohen, Ray W.
Earnings Mobility of MDTA Trainees. Manpower Evaluation Report Number 7.

Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.92
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.
Pub Date - Apr67 21p.

VOCATIONAL FOLLOWUP; NATIONAL SURVEYS; *GRADUATE SURVEYS; SEX (CHARACTERISTICS); RACIAL CHARACTERISTICS; *WAGES; EMPLOYMENT PATTERNS; *VOCATIONAL EDUCATION
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Of the 12,073 persons who completed Manpower Development and Training Act institutional courses during the first half of 1965, increased earnings were reported for 5,470 of the 8,327 for which both pre-training and post-training earnings data were available. Training for over 85 percent of the employed graduates was given in the major occupational categories: (1) skilled, 28 percent, (2) clerical and sales, 22 percent, (3) semiskilled, 18 percent, (4) service occupations, 18 percent. Employment opportunities for 72 percent of this group were provided by manufacturing, service industries, and wholesale and retail trade. Workers trained in the skilled occupations dominated the intermediate and upper end of the earnings range with 53 percent earning at least $2.00 an hour. Three of five graduates were males, similar to the enrollment patterns of 1964 and 1965. Almost one quarter of the males reporting had pre-training earnings of less than $1.25 per

2

hour, but only one-ninth had post-training earnings at that level. About 80 percent of the female graduates found employment in clerical and sales with median earnings in the $1.50 to $1.74 interval, and in service occupations with median earnings in the $1.15 to $1.24 per hour interval. Although the nonwhite completer's earnings advanced, he did not fare so well as the white completer. Other information concerning earnings, employment, and graduate characteristics is given. (EM)

VT 002 522
Freier, Ernest E.
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs. Preliminary Summary of Anoka, Fillmore, Kandiyohi and Yellow Medicine Counties.

Mankato Area Vocational-Technical School, Minnesota
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May65 46p.

*OFF FARM AGRICULTURAL OCCUPATIONS; VOCATIONAL AGRICULTURE; *CURRICULUM DEVELOPMENT; *EDUCATIONAL NEEDS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; EMPLOYER ATTITUDES
MINNESOTA

Vocational agriculture teachers interviewed the employers in 327 off-farm agricultural businesses providing marketing, processing, distribution, or services to production agriculture in four southern Minnesota counties to obtain information for developing educational programs in occupations serving production agriculture. Among the specific purposes of the study were to (1) identify present and emerging off-farm agricultural occupations, (2) determine opportunities for employment, (3) determine competencies required for entrance into these occupations, and (4) list the needs for occupational training or retraining of present or potential employees. Some of the findings were (1) A total of 2,028 of the 5,590 employees in the firms interviewed needed agricultural competencies, (2) The number of employees needing agricultural competencies was considerably higher in the rural areas than in the urban areas, and (3) Customer relations was the competency given the highest emphasis by most of the employers. The estimated need for employees having agricultural competencies was 218 for the following year and 566 during the next 5 years. Included in the report are 25 pages of assembled data from the study and a list of occupational families. (WB)

VT 002 548 ED 019 454
Agriculture Is More Than Farming, A Look at Opportunities and Educational Needs.

National Assn. of Agricultural Education Supervisors
National Assn. of Teacher Educators in Agriculture, St. Paul, Minn.
National Vocational Agricultural Teachers' Assn., Inc.

EDRS PRICE MF-$0.25 HC-$1.00
The Future Farmers' Supply Service, P.O. Box 1180, Alexandria, Virginia ($.15).
Pub Date - 23p.

*VOCATIONAL AGRICULTURE; *FARM OCCUPATIONS; *OFF FARM AGRICULTURAL OCCUPATIONS; EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; *AGRICULTURE

Farming, including ranching, is America's largest and most basic industry. Agriculture is more than farming, involving millions of persons in farm-related occupations who furnish supplies and services to farmers and who market, transport, process, and sell farm produced goods. Occupational opportunities for agriculturally-trained persons extend throughout the agricultural industry. Representative occupations are (1) farm operators, (2) farm managers, (3) service personnel, (4) product development engineers and scientists, (5) providers of finance, (6) education, regulatory, and advisory personnel, (7) processors of farm goods, and (8) contractors and buyers of farm products. Nearly 10,000 high schools in the United States offer vocational agriculture instruction under a program financed cooperatively by federal, state, and local governments. Vocational agriculture embraces science, technology, and management, provides leadership training through the Future Farmers of America organization, and serves (1) high school students preparing to farm, enter off-farm agricultural occupations, or pursue advanced study in agricultural colleges, (2) young men out of school who are striving to become established in farming, and (3) farmers and farm workers who wish to improve their proficiency. A chart giving information about seven areas of agriculture in each state is included. (WB)

VT 002 580 ED 019 458
Wofford, T.B.
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

Louisiana State Dept. of Labor, Baton Rouge. Research and Statistics Unit
Louisiana Vocational Curriculum Development and Research Center, Natchitoches
EDRS PRICE MF-$0.50 HC-$2.84
Pub Date - 69p.

*OCCUPATIONAL SURVEYS; *FINANCE OCCUPATIONS; *INSURANCE OCCUPATIONS; *REAL ESTATE OCCUPATIONS; EDUCATIONAL NEEDS; WAGES; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT QUALIFICATIONS; EMPLOYMENT STATISTICS; VOCATIONAL EDUCATION; EMPLOYMENT PROJECTIONS
LOUISIANA

To determine the employment opportunities and training needs in the finance, insurance, and real estate industry of Louisiana, data were obtained from personal interviews of 102 firms representing 25.4 percent of the industry and employing 7,849 workers. Findings included: (1) In 1965, 30,843 persons were employed in 56 different jobs or occupations, (2) 26 clerical and sale occupations contained 85 percent of the workers, (3) Some high school education was required for 18 percent, high school graduation for 67 percent, some college for 8 percent, and college graduation for 4 percent of the occupations, (4) No training requirements were established for 47 percent of the occupations, but formal inplant training was required for 27 percent , business or trade school training for 21 percent, apprenticeship training for 3 percent, and technical school training for 2 percent of the jobs, (5) Employment in 1967 was expected to be 107 percent of that in 1965, and in 1970 to be 119 percent of that in 1965, and (6) It was estimated that 5,931 additional employees would be needed by 1970. It was concluded that school training programs could be utilized to provide training for anticipated jobs in the finance, insurance, and real estate industry. Definitions of major industrial groups and job titles in the industry, and the interview schedule are included. (PS)

VT 002 631 ED 019 460
Proceedings of the Governor's Conference on Manpower Training (Buffalo, N.Y., June 2-3, 1966).

New York State Manpower Advisory Council
EDRS PRICE MF-$0.75 HC-$7.56
Pub Date - 66 187p.

*CONFERENCES; *MANPOWER UTILIZATION; *VOCATIONAL EDUCATION; HUMAN RESOURCES; *MANPOWER DEVELOPMENT; EMPLOYMENT PROJECTIONS; DISADVANTAGED GROUPS; PUBLIC POLICY; EMPLOYMENT SERVICES; SKILLED OCCUPATIONS; SOCIOECONOMIC INFLUENCES; PROFESSIONAL OCCUPATIONS; TECHNICAL OCCUPATIONS; SERVICE OCCUPATIONS; EMPLOYMENT OPPORTUNITIES
CANADA; SWEDEN; NEW YORK; *GOVERNORS CONFERENCE ON MANPOWER TRAINING

National and international leaders in the fields of economics, education, public and world affairs, government, manpower utilization, labor, and industry participated in a conference on manpower utilization and training to review training needs and proposals for meeting them at all skill levels, from the disadvantaged groups to the professionally trained practitioners. The presentations were: (1) "State Initiative in Manpower Training" by Nelson Rockefeller, (2) "A Survey of Manpower Training in This State Today" by M. Catherwood, (3) "The Trained Citizen as a Resource" by S. Gould, (4) "New Opportunities in Vocational Education" by J. Allen, (5) "The Canadian Direction" by L. Peterson, (6) "Active Employment Policy as a Means to Manpower Adjustment" by B. Olsson, (7) "This Surge for Education" by H. Heald, and (8) "Socio-Economic Implications in Manpower Training" by J. Holland. Panel discussion topics were: (1) "The Public Employment Service," (2) "Training the Disadvantaged," (3) "Future Manpower Needs," (4) "Occupational Training for Production and Service Workers," and (5) "Meeting Technical and Professional Demands." During the final sessions of the conference the panel chairmen made summary reports, and Governor Nelson A. Rockefeller reviewed the conference and signed the New York State Manpower Training Act. (HC)

VT 002 655 ED 019 461
Brickner, Dale G.
Proceedings, Indiana Manpower Research Conference (Purdue University, November 15-16, 1966).

Indiana Manpower Research Assn., Lafayette
EDRS PRICE MF-$0.75 HC-$7.28
Pub Date - 66 180p.

RESEARCH PROJECTS; *MANPOWER UTILIZATION; RESEARCH; STATISTICAL STUDIES; *CONFERENCES; MANPOWER DEVELOPMENT; DEMOGRAPHY; *EMPLOYMENT TRENDS; EMPLOYMENT SERVICES; FEDERAL LAWS; HOUSING; POPULATION TRENDS; HUMAN RESOURCES; PUBLIC POLICY; LABOR FORCE; EMPLOYMENT PROJECTIONS; INFORMATION SYSTEMS; PERSONNEL DATA; JOB SKILLS; INTERDISCIPLINARY APPROACH, CULTURALLY DISADVANTAGED; LABOR UNIONS; INDUSTRY; VOCATIONAL EDUCATION
INDIANA; MICHIGAN; *INDIANA MANPOWER RESEARCH CONFERENCE

Sixty-seven representatives of education, labor, business and government agencies participated in the conference sponsored by the Indiana Manpower Research Association whose objectives are to further research efforts and to facilitate optimum use of research results by coordinating efforts and disseminating reports, studies, data, and information concerning manpower research. The presentations were: (1) "Developing Indiana County Population Projections" by J. Wentworth, (2) "State Population Projections" by R. Calhoun, (3) "Preview of the 1970 Census of Population and Housing" by T. Olson, (4) "Some Findings of the Michigan Manpower Study" by J. Duncan, (5) "Indiana Manpower Trends to 1975" by M. Heller, (6) "Personnel Skill Data System" by F. Nicklas, (7) "Programs and Goals of a University Human Resources Institute" by E. Liebhafsky, (8) "Skill Development Among the Underprivileged" by W. Stafford, (9) "Industry's Participation in the Nation's Educational Program" by R. Hadden, (10) "Labor's View of Current Manpower Problems" by M. Friedman, (11) "New Directions in Manpower Research at the Federal Level" by J. Epstein, (12) "Implications of a Positive Manpower Policy on Employment Service Research" by V. Chavrid. Information about the Indiana Manpower Research Association, biographical sketches of the speakers, and a list of conference participants are included. (MM)

VT 002 800
Powell, Michael L.
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

Idaho Occupational Research Coordinating Unit, Moscow
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-118
Pub Date - Nov66 17p.

*CHEMICAL TECHNICIANS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYER ATTITUDES; INTERVIEWS; EDUCATIONAL PLANNING; TECHNICAL EDUCATION; CURRICULUM; QUESTIONNAIRES
IDAHO

Employment opportunities for chemical technologists in 10 counties were investigated. Firms likely to employ workers with chemistry-based training were selected from the local telephone directory, and from those named in answer to a question on the interview schedule. In addition, the Standard Industrial Classification manual coding system was used to identify the types of firms likely to be involved in chemical processing and therefore have a possible need for chemical technologists. For study purposes, the chemical technologist was defined as any person who (1) has completed a 2-year post-secondary course with technical training in chemical processing, (2) works between a chemical engineer and production, (3) is able to test, regulate, and control processes, and (4) is capable of managerial level supervision and responsibility for process control. Interviews with the owners, managers, or assistant managers of 56 selected firms revealed that at least 13 firms would have positions for chemical technologists and that they would be interested in hiring workers with this training. A total of 54 potential positions was identified, but the firms indicated that they would not experience an increasing need for these workers during the next few years. Conclusions indicated that sufficient employment opportunities existed in the Northern Idaho Counties to justify instituting training in chemical technology as a program of vocational training. A list of firms which might employ chemical technologists, the interview schedule, and a suggested chemical technology curriculum are given. (HC)

VT 002 821 ED 016 794
Lynn, Frank
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II. Final Report.

Midwest Inst. for Research and Training, Chicago, Ill.
EDRS PRICE MF-$0.50 HC-$3.68 OEG-3-6-051201-0671 08
BR-5-1201
Pub Date - Jul67 90p.

*MACHINERY MAINTENANCE WORKERS; *JOB SKILLS; *EDUCATIONAL NEEDS; INDUSTRY; *TRADE AND INDUSTRIAL EDUCATION; EDUCATIONAL PROGRAMS; *OCCUPATIONAL SURVEYS; APPRENTICESHIPS; CURRICULUM; QUESTIONNAIRES; TIME BLOCKS; INSTRUCTIONAL MATERIALS

The appendixes for "An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers, Final Report, Volume I" (VT 004 006) include (1) two letters from plant engineers stressing the importance of training machinery maintenance workers, (2) a description of the maintenance training survey, a sample questionnaire, and lists of knowledges supervisors in industry felt mechanical repairmen should have, (3) a list of occupations in which the basic maintenance subjects are applicable, (4) an inventory of systems and components of industrial machinery, (5) sample work schedules for apprenticeship training, (6) diagrams showing the allocation of subject time in various maintenance training programs, (7) information concerning a proposed clearinghouse for industrial training materials, and (8) a core curriculum for a basic maintenance training program. (HC)

VT 002 942 ED 016 068
Equal Employment Opportunities, Selected Papers and Annotated Bibliographies.

Michigan Univ., Ann Arbor, Inst. of Labor and Industrial Relations
EDRS PRICE MF-$0.50 HC-$2.80
BR-6-8854

Pub Date - 66 165p.

ANNOTATED BIBLIOGRAPHIES; *EQUAL OPPORTUNITIES (JOBS); NEGROES; NEGRO EMPLOYMENT; *TESTING PROBLEMS; TEST VALIDITY; *MINORITY GROUPS; *LABOR UNIONS; *THESAURI; RESEARCH; EMPLOYMENT OPPORTUNITIES; INDEXING; TESTS; JOB APPLICATION; JOB SEEKERS; LITERATURE REVIEWS

In "An Assessment of the Suitability of the Faceted Structure of WRU Education Thesaurus as a Framework for Preparation of a Thesaurus of Economic Opportunity Terms" the study is briefly described, counts of the 1,779 terms extracted from textual material on economic opportunity are given by facets and subfacets, and "free indexing" terms are listed for 11 articles. In "Problems, Research, and Recommendations in the Employment Testing of Minority Applicants," Molly R. Newcomb reviews the literature to examine the incidence and importance of the problem, identify the types of problems minority group applicants have with tests, suggest solutions to the minority testing problem, discuss problems unique to the civil service systems, and derive recommendations for improving the minority testing situation. Selected annotated bibliographies cover three aspects of minority employment: (1) the Negro and organized labor, 93 references, (2) testing minority group job applicants, 33 references, and (3) the Negro and employment, 169 references. Included in the bibliographies are books, journals, periodicals, pamphlets, research reports, and newspapers dating from 1951 through 1966 with most in the 1960's. (ET)

VT 003 220
Zedd, Henry G.
Du Page County Manpower Profile, 1947-1970.

Illinois State Employment Service, Chicago. Chicago Area Research and Statistics Unit
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 37p.

*EMPLOYMENT PATTERNS; *EMPLOYMENT STATISTICS; EMPLOYMENT PROJECTIONS; LABOR MARKET; LABOR FORCE; *OCCUPATIONAL SURVEYS
DU PAGE COUNTY; ILLINOIS

Du Page County has been known as a middle-class residential area for city executives and professionals desiring to combine the advantages of urban business opportunity with suburban living. Until recently, local job opportunities were confined almost entirely to industries which cater to the needs of the population: government, trade, recreation, and personal services. The trend toward industrial expansion in Du Page County, as in all periphery counties of the Chicago Standard Metropolitan Statistical Area, has gained strength. Since 1951, employment in establishments covered by the Illinois Unemployment Compensation Act has increased by over 250 percent in Du Page County. Projections based on Unemployment Compensation Covered Employment trends indicate an expected wage and salaried employment of approximately 103,000 by 1970. The document consists of tables of data organized into (1) Unemployment Compensation Covered Employment in Du Page County, (2) Nonagricultural Wage and Salaried Employment in Du Page County, (3) Anticipated Nonagricultural Wage and Salaried Employment in Du Page County, March, 1965-1970, (4) Industrial Distribution of Unemployment Compensation Covered Establishments in Du Page County, March, 1964, and (5) Miscellaneous Data from The United States Census, April, 1960. (HC)

VT 003 223 ED 018 615
Human Resource Development in the Province of Ontario..

Ontario Economic Council, Toronto
EDRS PRICE MF-$0.25 HC-$0.84
Pub Date - 66 19p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *SKILLED OCCUPATIONS; SKILLED LABOR; IMMIGRANTS; GOVERNMENT (ADMINISTRATIVE BODY); LABOR FORCE; *PUBLIC POLICY; *MANPOWER DEVELOPMENT; EDUCATIONAL OPPORTUNITIES; VOCATIONAL RETRAINING; ECONOMIC PROGRESS
ONTARIO

To determine and evaluate the need for skilled manpower in Ontario 3,931 firms employing 764,411 workers, or 31.2 percent of the estimated provincial labor force, was surveyed in 1965. The total manpower requirement in skilled occupations for 1965-66 amounted to 69,225 of which 33,746 were needed immediately. More than half of the manpower was needed in Essex, Waterloo, Wentworth, and York counties. The highest percentages of manpower requirements in the Ontario Economics Regions were in the Metropolitan, 29 percent, Niagara, 20.2 percent, and Midwestern, 14.4 percent. Manufacturing industries accounted for 51.4 percent of the total surveyed requirements, professional services for 19.7 percent, followed by construction and mining industries. The survey clearly showed that there were skilled labor shortages in all areas of the province and in almost every occupational category, and there were indications from some employers that the uncertainty of obtaining trained workers was causing a delay in expansion. (WB)

VT 003 227
Evansville Area Skill Survey (Including Henderson County Industry Projections).

Indiana Employment Security Div., Indianapolis. Research and Statistics Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 56p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *LABOR FORCE; LABOR MARKET; *EMPLOYMENT STATISTICS; *EMPLOYMENT TRENDS; EMPLOYMENT PROJECTIONS
EVANSVILLE; INDIANA

This survey, conducted by the Research and Statistics Section and the Evansville office of the Indiana Employment Security Division, reassessed manpower requirements in the three-county Evansville area.

Information about present employment, future required employment, and their own training programs was obtained from employers in 88 occupations constituting 48 percent of the total nonfarm employment in the area. Data concerning trainee output were also obtained from other public and private training facilities. All segments of industry anticipated increases in employment, subject to cyclical change. There will be an acute shortage of trained people in most clerical occupations and in the professional occupation of nursing. Licensed practical nurses and engineers will also be in short supply. Occupations requiring a high degree of manual skills with a knowledge of machine shop and the occupations of auto mechanic, maintenance mechanic, and carpenter will need accelerated training activities to meet the employment need. The semiskilled workers in greatest demand were truck drivers and sewing machine operators. A surplus of trained people was anticipated in the occupations of electronics technicians, beauty operators, and keypunch operators. (HC)

VT 003 230
Assessing Educational Requirements for Skillpower.

Ontario Economic Council, Toronto
MF AVAILABLE IN VT-ERIC SET.
Ontario Economic Council, 950 Yonge Street, Toronto, Ontario, Canada ($1.00).
Pub Date - Sep66 25p.

*EMPLOYMENT TRENDS; *EDUCATIONAL TRENDS; *EDUCATIONAL NEEDS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT STATISTICS; *OCCUPATIONAL SURVEYS; *MANPOWER DEVELOPMENT; EMPLOYMENT PROJECTIONS
ONTARIO; CANADA

The results of a survey of five manufacturing firms and three service businesses employing 28,500 persons to assess the educational requirements for skillpower between 1965 and 1970 were presented for their value in indicating trends only. Some findings were: (1) The total of 1,188 employees who were university graduates with a first degree was projected to increase to 1,510 by 1970, (2) 497 post-secondary and technical high school graduates were employed in 1965 with a projected increase of 700 by 1970, (3) A sharp increase in demand for graduates of technological institutes was indicated in the skilled tradesman classification, and (4) Semi-skilled operatives constituted 11.5 percent of the total employment in both years with the number of high school graduates increasing from 10 percent in 1965 to 43 percent in 1970. Conclusions included: (1) The work force of the companies is expected to increase about 20 percent faster than the growth of the national labor force from 1965 to 1970, (2) Accompanying the predicted growth is a radical upgrading of educational qualifications, and (3) Because economic activity and demand for skills vary in each area or community, data from this study can only indicate trends. The survey instrument is included. (WB)

VT 003 250
What Happens to the Long-Term Unemployed. The 1964 Labor Force Experience of a Group of Persons Unemployed during the 1960-61 Recession.

New York State Dept. of Labor, Albany. Research and Statistics Office
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun67 35p.

*UNEMPLOYED; EMPLOYMENT PROBLEMS; *PERSISTENCE; *LABOR MARKET; *STATE SURVEYS; *EMPLOYMENT STATISTICS; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT EXPERIENCE
NEW YORK

A questionnaire survey of 2,800 persons who were unemployed 40 weeks or more during the 1960-61 recession was conducted to determine (1) labor force status in the summer of 1964, (2) reason for not being in the labor force, (3) differences between the labor force status of men and women, (4) steadiness of employment prior to 1964, and (5) sources used to find jobs. In 1964, 48 percent were working, 14 percent were unemployed, and 46 percent were out of the labor force. Age was the most important single factor affecting the labor force experience of these long-term unemployed. Most older men and women and more women than men were out of the labor force. Nearly all who were employed in 1964 had been quite steadily employed in 1963. Those who were working had found jobs mainly through friends, relatives, and direct application to employers. Only nine percent reported the New York State Employment Service as the source of their last job. Individuals of the long-term unemployed of the 1960-61 recession differed greatly in their personal characteristics, employment background, and postrecession labor force experience. The survey group was not fully representative of all persons in New York State out of work for 40 weeks or more in that it did not include any persons ineligible for unemployment insurance, and it was somewhat older than all persons who exhausted unemployment insurance benefits under the federal program. (MM)

VT 003 311
Smaller Communities Program.

Manpower Administration (DOL), Washington, D.C. Bureau of Employment Security
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 20p.

*MANPOWER DEVELOPMENT; UNEMPLOYMENT; VOCATIONAL EDUCATION; RURAL YOUTH; *COMMUNITY PLANNING; COMMUNITY DEVELOPMENT; *PROGRAM DESCRIPTIONS; EMPLOYMENT POTENTIAL; *EMPLOYMENT SERVICES; OCCUPATIONAL SURVEYS; OCCUPATIONAL GUIDANCE; *RURAL AREAS
*SMALLER COMMUNITIES PROGRAM

The Program, operating in 22 states, utilizes mobile teams of interviewer counselors, and test administrators and is an employment service effort to overcome high unemployment rates in rural areas. The team makes comprehensive studies of manpower resources for informing potential employers, developing vocational training programs, and planning community expansion. Reprints from the "Employment Security Review" and "Employment Service Review" illustrate the various aspects of the program in actual operation. "Smaller Communities Program Brings New Industries" describes programs in Wilkes and Meriwether Counties, Georgia. "Arkansas Serves Rural Youth" tells of the employment service's counselor going beyond his usual role to do the kind of counseling usually done by the school counselor in other communities. "Smaller Communities Program" describes the development, functions, and some specific results of the program. "A Community Awakens" details the economic growth of Covington County, Mississippi. "How the Future Looks Brighter" tells the story of how one man in Davis County, Iowa, was served by the program, and "Help for the Individual" summarizes the program's work in Rusk County, Wisconsin, in job placement and cooperation with employment service offices in other areas. States and counties receiving the services of the program by September 1967, and Bureau of Employment Security affiliates in the states are listed. (JM)

VT 003 403
Nosow, Sigmund
Vocational Curricula in Michigan.

Michigan State Univ., East Lansing. Office of Research and Publications
MF AVAILABLE IN VT-ERIC SET.
ER-17
Pub Date - Sep63 94p.

*LABOR MARKET; LABOR FORCE; UNEMPLOYMENT; *HIGH SCHOOL CURRICULUM; *VOCATIONAL EDUCATION; MIGRATION PATTERNS; STUDENT ENROLLMENT; EMPLOYMENT STATISTICS; POPULATION TRENDS; EMPLOYMENT PROJECTIONS; INDIVIDUAL CHARACTERISTICS; OCCUPATIONAL CLUSTERS
MICHIGAN

The purpose of this report was to relate current vocational education to the principal trends affecting the employment of the youth of the State. The census materials for Michigan and the "Self-Survey for Instructional Progress" from public schools required by the Superintendent of Public Instruction provided data on the growth of the labor force, age and sex characteristics of the labor force, trends in occupational and industrial distribution, unemployment trends, migration and labor markets, vocational training for local labor markets, vocational curricula, and education and experience of vocational education teachers. Some conclusions based on the data were: (1) The greatest problem of metropolitan area education is training non-white youth, (2) Industry, along with the schools, has responsibility for training youths for employment, (3) Planning curriculums and placing youth must be done cooperatively, (4) A broad general training adaptable to a variety of specialized jobs must be worked out, (5) Technician training should be given in community colleges, (6) Out-state areas must consolidate for vocational education to have adequate population, facilities, funds, and a variety of programs to meet employment needs dictated by technological changes, (7) Follwup data on both graduates and dropouts must be provided and coordinated for counties and regions. Thirty-eight tables, many by county break-down, are included. Tables of occupational groups and civilian labor force status and percentage change in major occupations, by county, are included. (MM)

VT 003 404
Hunter, Wilma
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.

Southeastern Illinois College, Harrisburg. Board of Education
Illinois State Board of Vocational Education and Rehabilitation, Springfield
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 55p.

LABOR FORCE; *OCCUPATIONAL SURVEYS; LABOR MARKET; *EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS; *EDUCATIONAL NEEDS; QUESTIONNAIRES
ILLINOIS

The objectives of the study were (1) to determine the functions of businesses, the number working in these businesses, the job titles of the workers, the educational qualifications of workers, and the potential student enrollment at Southeastern Illinois College, and (2) to organize and develop the information for use in curriculum development. A saturation study was made of all employees in the telephone directories of the area and of their employees by separate employer and employee questionnaires. The functions of businesses indicated a general trend away from rural activities such as agriculture, mining, and transportation toward more urban activities such as manufacturing, professional, and educational services. Of the employed labor force, retailing accounted for 20 percent, services for 23 percent, agricultural employment for 10 percent, manufacturing for 10 percent, and mining for 8 percent. The operative category accounted for 20 percent of the labor force, clerical and sales for 17 percent, craftsmen and foremen for 16 percent, semiprofessional for 15 percent, and professional for 8 percent. Most of the employees had a high school diploma and 3 percent had a college education compared with 7 percent for the state and more than 7 percent for the United States. More than half of the employees indicated a desire to take additional courses and named a wide variety. The need for higher education was apparent. A description of the counties and tabular data are included. (MM)

VT 003 412
Carey, Omer L.; And Others
Trends in Distribution, Services, and Transportation, With Particular Reference to the State of Washington. Economic and Business Studies, Bulletin No. 41.

Washington State Univ., Pullman. Bureau of Economic and Business Research
Washingtn State Dept. of Commerce and Economic Development, Pullman
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 273p.

*SALES OCCUPATIONS; *SERVICE OCCUPATIONS; *EMPLOYMENT TRENDS; *TRANSPORTATION; *MARKETING; RETAILING; WHOLESALING; FINANCIAL SERVICES; INSURANCE; REAL ESTATE OCCUPATIONS; EMPLOYMENT PROJECTIONS; INCOME; EXPENDITURES; POPULATION TRENDS
WASHINGTON

The current status and growth potential of Washington's distribution and service industries which include wholesale and retail trade, finance, insurance and real estate, professional, business and personal services and transportation were examined. Trends and projections to 1985 and comparison of the state to the national picture for each of these areas, personal income, consumption spending, population, and employment were based on available statistical data. Some of the conclusions were: (1) The state must rely even more than it has before upon distribution and service industries as a source of employment for its working population, (2) These people will not be absorbed easily into distribution and services unless the necessary training and educational facilities are available to qualify them for such employment, (3) The growth in service trades and professions will depend more upon increasing consumer demand than it has in the past, (4) The greatest growth will take place in education, communications and public utilities, hospital and physicians' services, certain financial services, airline services, and certain repair services, and (5) It was projected that some 245,000 jobs will be available by 1985 in distribution and service industries to absorb the 185,000 additional males between the ages of 24 and 64 who will not be able to find employment in other industries, but because almost half of such employees are women, there must be a greater increase in employment in these industries or withdrawal of a large number of women from the labor force to avoid a significant amount of unemployment. Included are 141 tables and 28 graphs. (MM)

VT 003 498
Potentials for Industrial Development in Vermont.

Sargent-Webster-Crenshaw and Folley, Syracuse, N.Y.
Vermont State Central Planning Office, Montpelier
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May64 49p.

*LABOR FORCE; DEVELOPMENT; INDUSTRY; STATE AGENCIES; AGENCY ROLE; INDUSTRIALIZATION; *INDUSTRIAL STRUCTURE; EMPLOYMENT TRENDS; *OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS
VERMONT

This report of the fourth study in the series of the inventory study of the State comprehensive planning program covers (1) Patterns of Industrial Development in Vermont, (2) The Role of the Industrial Development Department in the Overall Program, (3) Labor Force Development Program, (4) Improving the Productivity of Smaller Firms, (5) Transportation, (6) Potentials for Industrial Developments within the State, and (7) The Present Structure of Industry in Vermont. Tables cover (1) Industrial Losses in Vermont Since World War II, (2) Industrial Growth in Vermont Since World War II, and (3) Vermont Trends in Manufacturing, Mining, and Services, 1939-1962. Some of the implications for education are: (1) Adult vocational education is needed in some sections of the state, (2) Combining academic and vocational education in high schools should be considered, and (3) General adult education is often neglected. (EM)

VT 003 552
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related-Distributive Businesses in the Geographical Area Served by George Wythe High School, Wythe, Virginia. Preliminary Report.

Wythe County Div. Superintendent of Public Schools, Wytheville, Va.
Virginia Polytechnic Institute, Blacksburg. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 58p.

*EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; DISTRIBUTIVE EDUCATION; VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL SURVEYS; EMPLOYMENT QUALIFICATIONS; INTERVIEWS; PROGRAM PLANNING; INTERDISCIPLINARY APPROACH
WYTHEVILLE; VIRGINIA

The owner or manager of each of 61 agriculturally related distributive businesses in the George Wythe High School area was interviewed to determine the opportunities and training needs for career persons. Findings included: (1) The 1,708 employees of the 61 businesses had 80 different job titles, (2) 95 percent of the employees were employed full-time while 5 percent were employed part-time, (3) 61 firms needed 128 additional employees, 78 of them immediately, and (4) Fewer than one-third of the firms had employed either agriculture or distributive education cooperative students. It was concluded that a great need exists for trained career persons in agriculturally related distributive businesses, opportunities for providing on-the-job training in agriculture and distribution are abundant, a wide variation exists in employee training needs in agriculturally related distributive businesses relative to subject matter areas and units. It was recommended that students in the high school be informed of these findings and that a course be offered in the area of agriculturally related distributive businesses if sufficient student interest and desire exists. The appendixes include the names of firms and employers included in the study, an outline of the study, the survey instrument, and a proposed course description. (WB)

VT 003 564 ED 018 633
Schmidt, Emerson P.; Stewart, Charles T.
Automation and Unemployment.

Chamber of Commerce of the United States, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.56
Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20006 ($.50).
Pub Date - Mar67 37p.

*UNEMPLOYMENT; UNEMPLOYED; *AUTOMATION; *MANPOWER UTILIZATION; JOB TRAINING; RETRAINING; *MANPOWER DEVELOPMENT; WORKMEN'S COMPENSATION; DEPRESSED AREAS (GEOGRAPHIC)

High unemployment results in economic losses to the economy and imposes suffering on millions of individuals and families. Of the many types, long-term structural unemployment affects more than one million workers and is most intractable to treatment and disturbing in terms of human hardship. Most of the workers classified as structurally unemployed are without work for more than 26 weeks and are often employed in the automobile, aircraft, steel, and textile industries, and in coal mining. Of the basic approaches to the problem of structural unemployment, that of speeding and facilitating the mobility of resources, both labor and capital, from declining to expanding products, industries, occupations and areas both reduces the costs of adjustments and speeds progress. It creates and nourishes better paying jobs. Some policy questions to be considered in solving unemployment are unemployment compensation, provision of income security, training and retraining, improvement of labor mobility, and creation of conditions fostering economic growth. The most promising long-run approach to solving structural unemployment lies in private and public policies which stimulate optimum economic growth under competition, flexibility, confidence, and price level stability. A list of selected readings is included. (WB)

VT 003 566
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.

Missouri University, Columbia. Dept. of Agricultural Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Education Ser-91, Bull-65-No-32
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-9354, microfilm $5.00, xeroxed copy $17.80).
Pub Date - 64 23p.

*OFF FARM AGRICULTURAL OCCUPATIONS; FIELD INTERVIEWS; ON THE JOB TRAINING; AGRICULTURAL SKILLS; VOCATIONAL AGRICULTURE; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT QUALIFICATIONS; OCCUPATIONAL SURVEYS
SALINE COUNTY; MISSOURI

In order to determine the present and emerging agricultural occupations other than farming, in which a farm background or schooling in agriculture, or both, might be advantageous to an individual seeking employment, a study was conducted to ascertain competencies and prerequisites required in off-farm agricultural employment, the training provided for new employees, and duties of persons in these occupations. Owners or managers of 112 business firms employing personnel needing a knowledge of agriculture were interviewed. Most had fewer than 10 employees. Of the total 563 agricultural employees, 493 were full-time. The greatest number were in firms dealing in feed, seed, and fertilizer and in those in which a knowledge of plant science was important. Employers estimated that they would need 95 additional workers in the near future, 146 within 5 years, and 82 for replacements each year. A majority of the employers preferred employees who had completed high school, had farm experience and vocational agriculture, and were between 25 and 39 years old. However, other qualities were considered more important than age. Over 90 percent of the firms provided some training, chiefly informal on-the-job instruction or specialized courses away from the firm. A majority were willing to engage in cooperative education with the schools. It was implied that vocational agriculture should be expanded to include students planning to enter off-farm agricultural occupations, there is an opportunity for a cooperative program between vocational agriculture and other vocational education services, and schools should develop better communication with agricultural businesses. This is a summary of a D.Ed. dissertation submitted to the University of Missouri. (JM)

VT 003 567
Bennett, William Clair, Jr.
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug65 7p.

*VOCATIONAL AGRICULTURE; *LAND USE; *FARMERS; ATTITUDES; SURVEYS; *EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; *FERTILIZERS; SOIL SCIENCE
IOWA

A panel of 15 leaders from 6 agricultural fields served as consultants in developing a list of 46 competencies in soil management and the use of fertilizers needed by present and prospective farm operators. Two hundred outstanding farmers throughout Iowa ranked each of the 46 competencies on a 10-point scale for the degree it was needed for success and the degree to which they possessed the competency. The highest ranked competency for both degree needed and degree possessed was the responsibility for maintaining soil productivity for future generations. Other top needed competencies in rank order were controlling weeds and soil insects, developing a farm plan for maximum use of soil resources, using economic principles in soil management, and satisfying balanced nutritional needs of crops. Although 53 percent of the farmers had been enrolled in 1 or more years of vocational agriculture, the 200 indicated a need for more competence than they possessed in 44 of the 46 competencies evaluated. Educational programs for training farm operators should include some training in all of the competencies identified with major emphasis on those ranked most needed, and existing programs of vocational agricultrue at all levels should be planned to provide for community and instructional personnel needs. This is an abstract of a master's thesis submitted to the Iowa State University of Science and Technology. (WB)

VT 003 569
Robinson, Norman Lyle
Competencies in Farm Machinery Maintenance Needed by Farmers.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug64 10p.

AGRICULTURAL EDUCATION; *AGRICULTURAL MACHINERY; SURVEYS; *EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; *FARMERS; AGRICULTURAL ENGINEERING; *HIGH SCHOOL GRADUATES; MAINTENANCE; REPAIR; VOCATIONAL AGRICULTURE; ATTITUDES;
IOWA

Data to determine competencies needed by farmers in farm machinery maintenance, repair, and adjustment were furnished by questionnaires ranking a competency list for 12 farm machines, developed by key farmers and agricultural engineers. The first 200 usable returns from 300 high school graduates who had either studied vocational agriculture or were sons of farmers and from 300 farmers with reputations as outstanding machinery users were used. Each competency was evaluated as to the degree it was needed and to the degree it was possessed by the respondent. Differences between samples included size of farming operation, farm ownership, educational levels, farm experience, and income. There were high correlations between the two groups on both competencies needed and possessed. Both groups indicated the greatest need in competencies associated with tractors. A need for more competence than they possessed was indicated by the outstanding farmers for 16 or the 47 and by the 1950-54 graduates for 14 of the 47 competencies. Ratings signified some need for training in all 47, however. The 10 most important competencies were identified and submitted to t-test. Tractor overhaul was the most needed competency. Five combinations of competencies for outstanding farmers, and three combinations for graduates, were found to be significant. Agricultural education programs should provide instruction in all the competencies and may need to design separate instructional programs for the two groups, for average and below-average farmers, and those who did not have vocational agriculture in high school. Curriculum changes in teacher education may be necessary to provide instructors competent in farm machinery and repair, and improved agricultural mechanics shop facilities will be needed. This is an abstract of a master's thesis submitted to Iowa State University of Science and Technology. (JM)

VT 003 574
Van Loh, Frederick Alvin
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

Iowa State University of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug64 9p.

*EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; *BUSINESS SKILLS; SALES WORKERS; SERVICE WORKERS; *AGRICULTURAL SUPPLY OCCUPATIONS; *FERTILIZERS; RETAILING; AGRICULTURAL EDUCATION; MALES; EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; SURVEYS
IOWA

To determine the important agricultural competencies needed by male employees of retail fertilizer distributors and the degree of competence needed and possessed by managers and employees, 120 licensed fertilizer dealers rated a list of 29 competencies developed by a panel of 12 Iowa fertilizer distributors. The competencies included 14 understandings and 15 abilities, 13 pertaining to farming and 16 to dealer management and service. Managers and sales employees indicated higher competence needed than possessed for all competencies, while service employees reported only one competency, the ability to determine the individual customer's financial situation and management level, with no difference between need and possession. The greatest differences between the degree the competence was needed and possessed were in farm credit, soil-plant relationships, cropping plans for specific soil types, seed quality, and plant population in relation to fertilizer response, pest control, production economics, micro-nutrients, nutrient deficiency, and sales promotion. Implications concerned reevaluating educational programs to provide practical experiences with formal instruction in agriculture, updating present programs to include the needs shown in the study, and providing employee inservice training. Correlations between competency need and personal characteristic control variables such as experience, vocational training, education, and age and tabular data are included. (JM)

VT 003 589
Tenney, A.W.
Occupational Opportunities for Rural Youth.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 15Dec66 14p.

*RURAL YOUTH; OFF FARM AGRICULTURAL OCCUPATIONS; AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PROBLEMS; VOCATIONAL EDUCATION; AGRICULTURAL EDUCATION; AREA VOCATIONAL SCHOOLS; *RURAL URBAN DIFFERENCES; EDUCATIONAL OPPORTUNITIES

Some factors which influence employment of rural youth are the years of education received, lower agricultural wages compared to urban employment rates, inadequate guidance and counseling services, low income of many rural families, and cultural handicaps when competing for urban jobs. Although many employment problems confront rural residents, much progress has been realized in providing occupation opportunities for youth and adults. Rural youth and their parents need to be aware of occupational opportunities on their farms, in their communities, and in the urban areas. Each year thousands of new jobs become available in agricultural research, industry, business, education, communications, conservation, services, and farming and ranching. Improved guidance services, vocational and technical education programs, recreational opportunities and income are needed to provide rural America with a standard of living equal to that of urban areas. The home, the church, and the school can help preserve and improve employment opportunities for our rural youth and the American way of life. (WB)

VT 003 614
Courtney, E. Wayne
Some Statistical Correlates in Industrial Graphics (An Abstract), A Study of Knowledge and Experience Interrelationships.

Stout State College, Menomonie, Wis.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul63 7p.

*RESEARCH DESIGN; *STATISTICAL ANALYSIS; *JOB SKILLS; GEOGRAPHIC REGIONS; HIGH SCHOOL TEACHERS; COLLEGE TEACHERS; DRAFTSMEN; *DRAFTING

To develop a method of studying knowledge and experience relationships within related occupational areas, a study was conducted to determine the extensiveness of common and differentiated activity components among three selected industrial graphics occupations. Random samples of 40 college drafting teachers, 40 secondary drafting teachers, and 40 building construction draftsmen who worked in Wisconsin and Minnesota assigned scores to a scale for each component analyzed. Statistics involved were (1) the Hoyt and Stundard analysis of variance for analyzing the instrument's internal consistency reliability, (2) the F statistic to test the 80 component means against five null hypotheses, and (3) the Newman-Keuls techniques for further analyzing the component means for individual comparisons. The study design was a 3 x 2 factorial. The overall mean for each of the 80 components, the means for each state, and the means for each of the three occupations were utilized in the analysis. The major conclusion was that the mean level of knowledge and experience scores of the three occupational groups was equal. There was a total of 79 common components between the college and the secondary school drafting teacher and 80 between the latter and the building construction draftsmen. There was no evidence of an effect due to the two geographical areas. It seems reasonable to assume that the results may be used as curriculum guides within both geographical areas. Because many components were judged important for all occupations studied, the transfer value and broad application of learning experiences should be recognized and emphasized by the college teacher of industrial graphics. (EM)

VT 003 675
An Action Program for Industrial Progress in Idaho, Phase II of a Survey of Idaho's Present and Future Industrial Development.

Booz Allen and Hamilton, Inc.
Idaho State Dept. of Commerce and Development, Boise
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 9Jun67 16p.

*EMPLOYMENT POTENTIAL; *INDUSTRIALIZATION; *STATE ACTION; LABOR FORCE; INDUSTRY; *RESOURCES
IDAHO

Earlier work on the project concluded: (1) Idaho will need 83,000 additional non-agricultural jobs by 1980 to offset the loss of jobs in agriculture and to meet job demands of an increasing population, (2) Idaho has both advantages and disadvantages for industrial expansion, and (3) The people favor industrial expansion if it does not destroy the state's natural scenic beauty. An accelerated rate of manufacturing growth to meet labor demands requires an increased industrial development program. A plan for such a program to attract and accomodate manufacturing industries included the stages: (1) Evaluation of economic resources and characteristics, (2) selection of target industries, (3) identification and promotion of companies, (4) development and followup of prospects, and (5) location and expansion implementation. The results of stage one showed that labor rates were low, skilled labor was limited, major native raw materials were available, transportation costs were high, marketing possibilities were uncertain, taxes offered no advantage, living conditions were adequate, recreation and tourism offered job possibilities, and utilities were available. A four-step evaluation process identified 26 target industries which offered expansion and 50 which offered new opportunities. The procedures for implementing the three remaining stages are diagramed. (JM)

VT 003 703   ED 016 025
Richman, Robert W.
Study of Agriculturally Related Occupations in Selected Counties of Idaho.

Idaho Occupational Research Unit, Moscow
EDRS PRICE MF-$0.50 HC-$2.84   OEC-5-85-118
Pub Date - Oct67 69p.

*OFF FARM AGRICULTURAL OCCUPATIONS; BUSINESS; *VOCATIONAL AGRICULTURE; AGRICULTURAL SKILLS; *EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS
IDAHO

Over 700 interviews of agricultural businesses were conducted in Bonneville, Bannock, Latah, Canyon, Gem, and Payette counties to identify agriculturally related occupations and vocational agriculture needs. The businesses were classified into four groups ranging from highly related to agriculture to nonagricultural. Within each business, each specific occupation was rated as to whether an agricultural background was necessary or only desirable. Some findings were: (1) Approximately 25 distinct types of businesses were identified as highly related to agriculture, (2) About an equal number were considered strongly supportive to agriculture, (3) Some 35 others had a more casual or occasional relationship to agriculture, and (4) A total of 250 agricultural occupations were identified. The study showed that extensions and improvements in the training of agrarian workers were needed particularly in business management and sales relations. The importance of agrarian occupations was strongly reaffirmed. Some recommendations were to emphasize the value and respect of agrarian occupations and the availability of agrarian positions and advancement possibilities, and to make it possible for students to concentrate on one of the aspects of agriculture rather than on the complete range from highly-related to agriculture to nonagricutural aspects. The appendixes contain lists of businesses and occupations, the manual for interviewers, a summary of occupations, and the design and statistical considerations. (WB)

VT 003 718
Olds, Douglas V.; Saris, Ronald J.
A Study of the Vocational Education Needs in Josephine County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research
Oregon State Dept. of Education, Salem
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 127p.

*HUMAN RESOURCES; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL PROGRAMS; *VOCATIONAL EDUCATION; *COMMUNITY SURVEYS; DEMOGRAPHY; EMPLOYMENT PROJECTIONS; ECONOMIC CLIMATE; SCHOOL SURVEYS; EDUCATIONAL ATTITUDES; VOCATIONAL INTERESTS; ENROLLMENT PROJECTIONS; FEDERAL AID
JOSEPHINE COUNTY; OREGON

A similar study for another region of Oregon has been abstracted for "Research in Education." See VT 003 197. (MM)

VT 003 781
Inventory of Manpower Research Projects in Indiana. Number 2.

Indiana Manpower Research Assn., Lafayette
MF AVAILABLE IN VT-ERIC SET.
Research and Statistics, Indiana Employment Security Division, 10 North Senate Avenue, Indianapolis, Indiana 46204.
Pub Date - Jul67 31p.

*ANNOTATED BIBLIOGRAPHIES; *MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; LABOR ECONOMICS; *RESEARCH PROJECTS; *MANPOWER NEEDS
INDIANA

A listing of 72 manpower research projects in Part I and 16 papers, articles, and other items of interest related to manpower concerns in Part II comprises this second inventory. For most listed research projects, arranged alphabetically by author, complete bibliographic data is supplemented with brief statements of objectives and procedures. Included are a number of research projects in process and their expected dates of completion. Most of the documents were published during 1966 and 1967. A subject index is included.

VT 004 006 ED 016 832
Lynn, Frank
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I. Final Report.

Midwest Institute for Research and Training, Chicago, Ill. OEG-3-6-051201-0671 08
EDRS PRICE MF-$0.50 HC-$4.56 BR-5-1201

Pub Date - Jul67 112p.

*MACHINERY MAINTENANCE WORKERS; *EMPLOYMENT OPPORTUNITIES; *JOB SKILLS; *EDUCATIONAL NEEDS; INDUSTRY; INPLANT PROGRAMS; EDUCATIONAL PROGRAMS; *OCCUPATIONAL SURVEYS; FIELD INTERVIEWS; TRADE AND INDUSTRIAL EDUCATION; APPRENTICESHIPS

Dramatic changes in the characteristics and complexity of production machinery and equipment have created a growing need for adequately trained and skilled machinery maintenance workers in industry. This study defined the characteristics of the labor market for machinery maintenance workers such as millwrights, mechanical hydraulic, electrical, electronics repairmen, and welders to assess the extent to which resources should be devoted to developing and establishing machinery maintenance training programs, but primarily it identified the specific training and skills needed by maintenance workers in industry. Data and information were obtained through field interviews with more than 100 plant engineers, maintenance supervisors, and training directors in the Chicago area, and a questionnaire survey of more than 250 members of the American Institute of Plant Engineers. Results of the investigation indicated that the field of industrial machinery maintenance is particulary suitable for occupational training. The labor market size, distribution within the economy, rate of growth, and earning potential all suggest that persons trained for this field can expect to become productive members of the industrial work force. There is an immediate need for training programs in high schools and other institutions that would be available to adult workers. Training and skill requirements can be grouped into classifications of basic maintenance, fundamental specialized, and advanced specialized training. The specific materials in each area are included. Most of the training is presently provided by informal, on-the-job training, often without direct control or supervision. Supplementary and supporting data study are given in VT 002 821. (HC)

VT 004 214 ED 018 648
Schmais, Aaron
Implementing Nonprofessional Programs in Human Services. Manpower Training Series.

New York Univ., N.Y. Center for the Study of Unemployed Youth
EDRS PRICE MF-$0.50 HC-$3.68
Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, N.Y. 10003 ($1.00).
Pub Date - 67 90p.

*NONPROFESSIONAL PERSONNEL; *PROGRAM PLANNING; UNEMPLOYED; *SOCIAL SERVICES; COMMUNITY AGENCIES (PUBLIC); EDUCATIONAL PROGRAMS; ON THE JOB TRAINING; PROGRAM GUIDES

Specific processes for utilizing nonprofessinal employees in human services are presented. The background, current status, and problems are discussed. The elements considered are recruitment, screening and selection, training, placement, supervision, upgrading, and evaluation. Examples of nonprofessional positions include the Case Aide in social welfare programs, the Community (neighborhood) Health Aide, the School Aide, the Group Aide in youth agency programs, and the Housing Aide. A job continuum model shows how the creation of nonprofessional jobs can provide opportunities for the currently untrained, allow them to advance to new levels of specialization, and restructure the role of the professional so he functions at a level appropriate to his training and experience: (1) the nonprofessional who performs clerical, supportive, and routine activities, (2) the specialist or upgraded nonprofessional who performs tasks that specifically reallocate and redefine professinal activities, and (3) the new career line employee who works with the professionals on a team basis. To afford permanent status to nonprofessional programs and make them integral parts of the total human services spectrum, (1) large scale programs must be instituted in public agencies such as health, education, and welfare, (2) smaller demonstrations and research efforts must be funded to explore new approaches for dealing with problems, (3) Training systems for all personnel at all levels must be constructed, (4) legislation supporting the training must be continued, and (5) certain limiting factors must be exposed and remedies proposed. (PS)

VT 004 346
Flanegan, Catherine P.; Ridley, Agnes Fenster
Annotated Bibliography on Gainful Employment in Home Economics, 1959-67.

Florida State Univ., Tallahassee. Dept. of Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 15p.

*ANNOTATED BIBLIOGRAPHIES; *OCCUPATIONAL HOME ECONOMICS; RESOURCE MATERIALS; PERIODICALS

Sixty-one annotated articles from the "American Vocational Journal," "Illinois Teacher of Home Economics," and the "Journal of Home Economics," published between 1959-1967, concern (1) relevant federal legislation, (2) the world of work, (3) operational considerations of the home economics gainful employment program such as facilities, curriculum, work-study, on-the-job training, teacher preparation, and visual aids, and (4) occupational preparation programs for child care, food service, fabric sales, and housekeeping jobs. (FP)

VT 004 533
Bailey, Joseph Kenna
Non-Farm Agricultural Employment in West Virginia, with Implications for Vocational Education Programs.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc. 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5613, microfilm $2.80, xeroxed copy $9.00).
Pub Date - 64 202p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT STATISTICS; *EMPLOYMENT OPPORTUNITIES; EMPLOYER ATTITUDES; VOCATIONAL AGRICULTURE; *OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS
WEST VIRGINIA

Representatives of businesses, organizations, industries, and services considered to be employers of agricultural workers were interviewed by agricultural education personnel to appraise non-farm agricultural employment in West Virginia and to provide a basis for projecting agricultural education programs to serve that sector of the labor force. An analysis of census data showed that (1) 1,717 employment agencies employed 13,851 non-farm agricultural workers or 3.6 percent of the total labor force in West Virginia, (2) A farm employment of 20,775 or 5.4 percent of the labor force gave a total agricultural employment of 34,605, and (3) Non-farm agricultural employment was distributed with 33 percent in forestry, 18.1 percent in livestock and poultry industries, 12.8 percent in farm supply and equipment, 10.3 percent in agricultural service, 9.7 percent in ornamental horticulture, 6 percent in wildlife and recreation, produce industry, and 4 percent in farm service. A significant number of employment opportunities in each category implied a need for vocational education programs to serve the non-farm agricultural sector of the labor force. A pilot program was planned. This Ph.D. dissertation was submitted to The Ohio State University. (WB)

VT 004 542
Halterman, Jerry Jack
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5642, microfilm $4.45, xeroxed copy $15.75).
Pub Date - 64 300p.

TECHNICAL EDUCATION; *AGRICULTURAL ENGINEERING; *AGRICULTURAL TECHNICIANS; *EDUCATIONAL NEEDS; *CURRICULUM DEVELOPMENT; EMPLOYMENT QUALIFICATIONS; *JOB SKILLS; EMPLOYEE ATTITUDES; EMPLOYER ATTITUDES; OCCUPATIONAL INFORMATION
OHIO

The purpose of the study was to (1) determine the characteristics of agricultural engineering manpower in Ohio, (2) determine job activities and technical competencies required, (3) develop curriculums for agricultural engineering technician preparation, and (4) review literature pertinent to technical education. Two questionnaires were employed to obtain data from technical workers, employers, and jury members. Technical occupations ranged from those of narrow scope and limited level to those of broad scope and high level. Approximately 40 percent of the tractor and machinery dealers employed technicians, and over one-half of the technical workers were in this area. Technicians regularly engaged in activities concerned with giving leadership and direction, making verbal or written accounts, and offering advice and expertness. Important general subject areas for the technicians included communication skills, mechanics, drawing, personnel management, electricity, electronics, and psychology. Important special subject areas included agricultural mechanics, safety, materials handling, and occupational experience. The availability of qualified new workers and education for present employees constituted a major problem for employers. Technical education was characteristically post-high school, terminal, occupation-centered, less than baccalaureate, specific, math and science oriented, and 2 years in length. Emphasis was upon technical and cognitive skill and ability to make practical application. This Ph.D. thesis was submitted to The Ohio State University. A digest of the study is available as ED 014 551. (JM)

VT 004 649
Dillon, Roy D.; Cain, Paul S.
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia. Popular Report.

Morehead State Univ., Ky. School of Applied Sciences and Technology
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 3p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *VOCATIONAL AGRICULTURE; OCCUPATIONAL SURVEYS; *EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS; HIGH SCHOOLS
KENTUCKY; OHIO

The purposes of the study were to determine employment opportunities for present and emerging non-farm agricultural occupations in 28 eastern Kentucky and 10 southern Ohio counties, clusters of competencies required for a selected number of jobs, and post-high school educational programs needed to prepare workers to enter or progress in agricultural technician level occupations. Data obtained from a sample of 284 business firms showed 736 positions of which 306 were defined as agriculturally oriented and represented 126 different agricultural job titles. Some findings were: (1) 40 percent of all workers employed in non-farm agricultural businesses need some knowledge and skill in agriculture, (2) 16 percent of all workers employed in non-agricultural businesses that may employ agricultural workers need some knowledges and skills in agriculture, (3) Employers expected a 40 percent increase in the number of employees needing technical competencies in agriculture in the next 5 years, and (4) it was possible to determine general competency areas for entry and advancement by workers. The complete report is available as ED 010 496. (WB)

VT 004 721
Wagley, Leon A.
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-7855, microfilm $3.00, xeroxed copy $6.80).
Pub Date - 64 119p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; *EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; SURVEYS; *EMPLOYMENT OPPORTUNITIES
YUMA; ARIZONA

Data to determine the essential skills and knowledges needed for individual employment in five competency areas and the number of persons employed in off-the-farm agricultural occupations according to professional, technical, supervisory, sales, skilled, and semi-skilled levels of employment were secured by the interview method from 121 establishments which provided some kind of agricultural service to farm operators. Some findings were: (1) Over 67 percent of the total number of employees in the businesses surveyed were in sales and service and approximately 25 percent of the total were engaged in providing services, (2) Employers estimated that slightly over 14 percent of the 5,427 persons employed in the 121 businesses needed specific agricultural training, (3) 150 new agriculturally trained employees will be needed in Yuma area during the next 5 years to fill new positions, (4) Additional training in agricultural mechanics and plant science was considered of major importance while training in animal science was of minor importance, (5) Educational needs in salesmanship and customer relations were rated higher than agricultural training needs for employees in those businesses, and (6) 80 percent of the employers indicated that they would work with school personnel in planning curriculums conducting training programs for prospective employees. (WB)

VT 004 732 ED 020 374
Love, Edwin Lamar
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-1940, microfilm $3.00, xeroxed copy $6.80).
Pub Date - 66 133p.

*OFF FARM AGRICULTURAL OCCUPATIONS; JOB SKILLS; OCCUPATIONAL CLUSTERS; SURVEYS; EUDCATIONAL NEEDS; *JOB ANALYSIS; *EMPLOYER ATTITUDES
PENNSYLVANIA

A random sample of employers in 17 Pennsylvania counties was interviewed to identify the clusters of competencies and job titles associated with entry and advancement in off-farm agricultural occupations and to determine the differences in the levels of selected vocational competencies needed. A sample of 105 job interviews was drawn from each of the occupational areas of agricultural mechanics, agricultural supplies, food products, forestry, and ornamental horticulture. Two random samples of 105 each were then drawn from all the job interviews. Competency factors for competencies needed to enter and to advance in off-farm agricultural occupations were determined by factor analysis with varimax rotation. All data were analyzed for 12 competency and 12 job title factors. Some findings were: (1) Job title factor groups to enter and to advance for manager, salesman, technician, and service worker were important job titles in the two random samples, (2) The job title factor of manager was important in each of the five off-farm agricultural occupation areas, (3) The competency factors in agriculture were plant science, animal science, agricultural mechanics, and agricultural business management, and (4) Among business and distributive competencies, the factor groups were business management and economics, sales and business skills, job and employee characteristics, and employee-supervisor relations. This D.Ed. thesis was submitted to the Pennsylvania State University. (WB)

VT 004 910
Naley, Lennen R.
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec67 97p., Colloquium paper presented for Agriculture Education 232, the University of Minnesota, in partial fulfillment of the requirements for the master of arts degree.

*VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL SURVEYS; *EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; EDUCATIONAL OPPORTUNITIES; JOB SKILLS; OCCUPATIONAL CLUSTERS; INTERVIEWS; EMPLOYMENT QUALIFICATIONS
TODD COUNTY; MINNESOTA

To obtain information for developing training programs in off-farm agricultural occupations, data were gathered by personal interview from managers of the County's 177 agriculturally related businesses employing 571 individuals, Over half of the businesses were under the occupational family of mechanized agriculture, and the next highest grouping was under agriculture service. High school vocational agriculture training was considered desirable for 69 percent of the job titles. It was anticipated that only 41 new employees would be needed in the 5 years following the survey. Sales, skilled, and managerial employees were needed in greatest numbers. Employees in 91 percent of the job titles needed business and distributive competencies. Recommendations were that (1) the agri-business management courses in some area schools be expanded and intensified, (2) a plan be developed to inform students and parents of training and employment opportunities, (3) a placement procedure to assist employers be developed, (4) emphasis on adult management programs be continued, and (5) programs be developed to assist those wishing to enter farming. A bibliography, the survey instrument, and occupational classifications are included. (DM)

VT 004 948
Ball, Joe P.
Careers in Agriculture, A Guide for High School Students.

New York State Coll. of Agriculture, Ithaca
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 12p.

*AGRICULTURAL OCCUPATIONS; *EMPLOYMENT QUALIFICATIONS; *OCCUPATIONAL INFORMATION

Approximately 23 million people in the United States are employed in the agriculture industry--7 million in farming and ranching, 6 million in agricultural supplies and services, and 10 million in processing and distribution. Qualifications for an agricultural occupation include an interest in dealing with plants or animals, as much formal education as possible, and desirable personal qualities. Agricultural occupations are available in the areas of business, communications, conservation, education, industry, research, service, and farming and may be located in cities or towns, on farms, or in other countries. Typical occupational families offering jobs are agricultural production, machinery sales and service, supplies and equipment, dairy manufacturing and processing, livestock and crops marketing and processing, livestock and poultry industry, soil conservation and forestry, wildlife and recreation, ornamental horticulture, and farm and agriculture service. High school programs in agricultural education cover agricultural business, agricultural mechanics, conservation and forestry, farm operation and management, and ornamental horticulture. Advanced study is offered in technical programs and in college programs leading to a degree. (BS)

VT 005 028
MacGillivray, John H.
Motivation of Domestic Seasonal Farm Workers. Vegetable Crops Series 127.

California Univ., Davis
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 12p.

*AGRICULTURAL LABORERS; MIGRANT WORKERS; MOTIVATION; LABOR CONDITIONS; EMPLOYMENT PRACTICES; *EMPLOYEE ATTITUDES; *WORK ENVIRONMENT; *WORK ATTITUDES; SURVEYS
FRESNO COUNTY; CALIFORNIA

Opinions were obtained from 283 farm workers in Fresno County, California regarding the characteristics of a good place to work. Of the 283 workers, 223 were applicants at employment offices. The questionnaire items required the respondent to rank 12 items in order of importance. A preference rating was calculated for each item. Amount of pay was rated most important by local single, migrant single, local family, and migrant family workers. Both migrant single and family men rated housing highly. Length of work day was important. Fairness was given a wide range of importance, but rated fourth overall. The kind of work rated fifth, but was rated low by migrant singles. The sixth rating was given to foreman interest in workers. The length of employment was of moderate importance. Good food, if provided, was of most importance to migrant singles, but eighth in importance to all groups. Workers rated as ninth the factor, "foreman give directions to perform work." Travel distance to and from town was of more importance to local single and family workers, but tenth overall. Incentive pay was not generally understood. Facilites to use spare time were of least importance. There were good correlations between employment office fieldmen and workers' opinions. The questionnaire is included. (JM)

EVALUATION AND MEASUREMENTS SECTION

VT 000 478
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.

New York State Education Dept., Albany. Bureau of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 5p.

VOCATIONAL FOLLOWUP; *GRADUATE SURVEYS; ORNAMENTAL HORTICULTURE; AGRICULTURAL PRODUCTION; FARM MANAGEMENT; *HIGH SCHOOL GRADUATES; *VOCATIONAL AGRICULTURE
NEW YORK

Graduates from vocational agriculture programs in 248 New York high schools were subjects of a followup study. Of the 1,371 students who completed a major sequence in farm production, farm management, or ornamental horticulture in 1965, 573 were not available for placement because of military service, full-time schooling, or other reasons. Of the 748 employed, 351 were in the occupation for which trained, 193 were in related occupations, 195 were in other occupations, and nine were employed part-time. There were 16 unemployed graduates and the status of 30 additional graduates was not known. Four female graduates included in the total were not included in other classifications. Comparable figures are reported for the 1964 follow-up study. Additional information included enrollment by grade level and curriculum area, teachers' salaries, and the occupational classifications of young farmers. (EM)

VT 000 565 ED 018 542
Magisos, Joel
Occupations of Former Vocational Agriculture Students in the State of Washington.

Washington State Univ., Pullman. Dept. of Education
Washington State Board for Vocational Education, Olympia. Agricultural Education Div.
EDRS PRICE MF-$0.25 HC-$1.00
Pub Date - Jun66 23p.

*OFF FARM AGRICULTURAL OCCUPATIONS; GRADUATE SURVEYS; HIGH SCHOOL GRADUATES; DROPOUTS; *FARMERS; *VOCATIONAL FOLLOWUP; *VOCATIONAL AGRICULTURE
WASHINGTON

The objectives of the study were to determine the occupational status of former students, the extent to which their employment was related to training in vocational agriculture, the effect of enrollment tenure on eventual employment, and the employment rate. The sample from 12 schools included 794 former students who graduated or dropped out of high school during the school years 1955-56, 1958-59, 1961-62, and 1964-65. Of the former students, 10.78 percent were in full- or part-time farming, 15.75 percent in off-farm agricultural occupations, and 11.95 percent in mechanical occupations. Of the total sample, 24.19 percent were unavailable for employment, military service being the principal reason. Unemployment was 0.33 percent, representing only two individuals. Less than four percent of the former students were unknown to the data gatherers. It was concluded that (1) 38.47 percent of the former students were in occupations related to vocational agriculture, (2) Longer enrollment in the program seemed to increase chances of eventual employment related to vocational agriculture, and (3) Unemployment among former students was negligible. (JM)

VT 000 566
Clark, Raymond M.
Training for Off-Farm Agricultural Occupations, Report of an Experimental Program in Vocational Education, 1962-64. Supplement.

Michigan State Univ., East Lansing. Coll. of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 38p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *COOPERATIVE EDUCATION; VOCATIONAL AGRICULTURE; DISTRIBUTIVE EDUCATION; *PROGRAM EVALUATION; PROGRAM ATTITUDES; HIGH SCHOOL GRADUATES; HIGH SCHOOLS; TRADE AND INDUSTRIAL EDUCATION; *EXPERIMENTAL PROGRAMS; *GRADUATE SURVEYS; OFFICE OCCUPATIONS EDUCATION
MICHIGAN; ELKTON; PIGEON; BAY PORT

The second year of a cooperative education program conducted experimentally in the Elkton-Pigeon-Bay Port School System is described and evaluated. Responses to evaluation questionnaires are reported for former students, current students, and cooperating employers. Of 18 former students who had been enrolled in the program in the 1962-63 school year, 13 returned questionnaires. They reported that the program had been of benefit to them. Most were employed or in continuing education, and all would recommend the program to others. The 20 students in the program in 1963-64 school year were even more positive in their response. Cooperating employers appraised the program favorably. Local school administrators were enthusiastic about the program, citing increasing enrollment and benefits to school, community, and students. The lack of instructional materials and teacher time were the main problems. The full report is VT 000 568. (JM)

VT 000 662
A Guide for the Review of a Program in Agricultural Education.
A
New York State Education Dept., Albany. Cooperative Review Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr65 13p.

GUIDELINES; CHECK LISTS; HIGH SCHOOLS; *VOCATIONAL AGRICULTURE; *PROGRAM EVALUATION

Attention is focused on the teaching and learning process in this instrument for the evaluation of vocational agriculture programs. Forms are included for review of: (1) program objectives, (2) program organization and administration, (3) curriculum materials and planning, (4) instructional activities and methods, (5) facilities, (6) selection, placement and followup, (7) public and professional relationships, and (8) program evaluation. Each section outlines a number of criteria which may be marked either as a strong aspect or one which needs improvement. A summary form provides space and guidelines for describing outstanding aspects, areas of weakness, means being used to overcome weaknesses, and suggestions for further improvement. (JM)

VT 000 673
Cloyd, Helen M., And Others
Follow-Up Study of Business Education Graduates of Selected High Schools in Michigan.

Delta Pi Epsilon, East Lansing, Mich. Alpha Lambda Chapter
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 25May64 9p.

*GRADUATE SURVEYS; *HIGH SCHOOL GRADUATES; *BUSINESS EDUCATION; QUESTIONNAIRES; VOCATIONAL FOLLOWUP
MICHIGAN

An analysis of beginning jobs of the June, 1962, business education high school graduates was the basis for this study. Of the 641 business education graduates from 17 Michigan high schools who returned survey questionnaires, 443 indicated that they were employed as of January, 1963. The job classifications reported were office clerk (23 percent), retail clerk (20 percent), stenographer-secretary (17 percent), typist (10 percent), accounting clerk (7 percent), and others (23 percent). Predominant duties of the beginning workers involved the use of the typewriter, adding machine, and other office machines, and the performance of clerical office tasks. Shorthand appears as a small part of the office worker's duties, as it ranked lowest among the office duties of the beginning workers. Bookkeeping duties did not appear to be concentrated on any one stage of the bookkeeping process. The retail worker found greater opportunity for employment in the chain store and a majority of those employed in selling occupations were engaged in direct selling duties. The survey disclosed that 63 percent of the cooperative training students remained with the employer with whom they had taken their work training. (PS)

VT 000 781
McMahon, Gordon G.
Practical Nurse Education in Ohio.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service
Ohio State Univ., Columbus. College of Education
MF AVAILABLE IN VT-ERIC SET.
OSDE-TIES-Res-Bul-37.
Pub Date - 64 35p.

*PRACTICAL NURSES; *HEALTH OCCUPATIONS EDUCATION; *PROGRAM EVALUATION; *CURRICULUM; SURVEYS; TEACHER ATTITUDES; EMPLOYEE ATTITUDES; ADMINISTRATOR ATTITUDES; PROGRAM ADMINISTRATION
OHIO

To test the hypothesis that instruction provided by the schools for practical nursing in Ohio is consistent with the daily work assignments received by the graduate practical nurse and that no additional training is needed to prepare the practical nurse for her occupation, information was gathered directly from: (1) currently employed licensed practical nurses, (2) clinical instructors in schools of practical nursing, and (3) the coordinators or directors of the schools concerned. The five survey instruments used to collect data were: (1) Instruction and Inquiry for Clinical Instructors, (2) Questionnaire for the Licensed Practical Nurses, (3) General Information Questionnaire for Licensed Practical Nurses, (4) General Information Questionnaire for Coordinators of Schools of Practical Nursing, and (5) Checklist for Coordinators and Clinical Instructors. Two of the nine conclusions were: (1) There seems to be no general conformity among the schools with respect to the curriculum or the choice of teaching materials, and (2) Present student selection devices are inadequate. Two of the seven recommendations were (1) that a basic philosophy of practical nurse education in publicly-supported schools be formulated and accepted by students, clinical instructors, and coordinators, and (2) that each faculty member make herself aware of the actual work situation in the hospital in which she serves, in order that she may not unwittingly mislead practical nurse students as to what they may expect in subsequent employment. This is a summary of a doctoral dissertation "Comparison of Work Assignments with Training in Ohio Public Schools of Practical Nursing," submitted to Ohio State University. (EM)

VT 000 919
Woodin, Ralph J.
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.

Ohio State Univ., Columbus. Center for Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 6p.

*VOCATIONAL AGRICULTURE; *PROGRAM EVALUATION; *EVALUATION TECHNIQUES; GUIDELINES; SPEECHES

Previous difficulties in evaluating programs have included uneven emphasis on certain aspects, criteria imposed from outside, voluminous and complicated instruments, and sporadic efforts utilizing obsolete objectives as a basis. Basic assumptions indicate the type of evaluation instrument needed: (1) Social units are the basic units to be evaluated, (2) Combinations of self and outside evaluation are most effective, (3) Evaluation should be on a continuing basis, (4) Clientele should be involved, (5) Instruments should be comprehensive without being voluminous, (6) Initiative for requesting evaluation should be left to the local unit, and (7) Teacher education and supervisory staffs should assist in carrying out the evaluation. Instruments should: (1) be based on accepted educational objectives, (2) include important aspects of the program, (3) be applicable to separate areas of the program, (4) be adaptable to both self and group evaluation, (5) be understandable to lay and professional people, (6) require a minimum of paperwork, (7) include guidance to the user, (8) include an opportunity for subjective judgment, (9) provide comparison to norms, (10) include opportunity for longitudinal evaluation, (11) provide a brief summary, and (12) conclude with implications for the future. Involvement in instrument development of those to be evaluated is essential. This paper is published in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (VT 001 099). (JM)

VT 001 197
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.

South Carolina State Dept. of Education, Columbia
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb64 45p.

*VOCATIONAL AGRICULTURE; *EVALUATION CRITERIA; *PROGRAM EVALUATION; *SELF EVALUATION; *EVALUATION TECHNIQUES; CHECK LISTS

Local evaluation committees can use this three-part instrument to evaluate and project adjustments in vocational agriculture programs. Instructions for assembling supplemental materials, completing checklists, and preparing a summary of the evaluation are given. Steps in conducting the study are: (1) Appoint committee, (2) Secure, record, and make available supplemental information, (3) Use supplemental information, interviews, records, and observations to rate items in the checklist, (4) Evaluate each checklist phase, (5) Record strengths, weaknesses, and recommendations, and (6) Distribute copies of the completed evaluation to teacher, administrator, and supervisor. The instrument includes sections for: (1) assessment of community situation, (2) evaluation of program planning and development, in-school programs, out-of-school programs, physical facilities, professional improvement, and local school and community relationships, and (3) summation of strengths, weaknesses, and recommendations. (JM)

VT 001 204
A Guide for Constructing Classroom Tests in Business Arithmetic.

New York State Education Dept., Albany. Bureau of Business and Distributive Education
MF AVAILABLE IN VT-ERIC SET.
Publications Distribution Unit, State Education Department, Room 169, Education Building, Albany, New York 12224 ($.25).
Pub Date - 63 24p.

*GUIDELINES; *BUSINESS EDUCATION; *TEST CONSTRUCTION; *ARITHMETIC; TESTS; HIGH SCHOOLS

Developed by the State staff of business and distributive education in cooperation with the Bureau of Test Development, this guide provides teachers with a brief description of the common objectives in a business arithmetic course, suggestions concerning the technical aspects of test construction, and questions designed to illustrate ways of measuring the high school student's mastery of essential arithmetic skills. Sample questions illustrate mental and written fundamental calculations,,computations and method selections in problem solving, and construction and interpretation of tables and graphs. (PS)

VT 001 241
Industrial Arts Education in Escambia County, A Report of the Findings and Recommendations of the Survey Committee.

Florida State Dept. of Education, Tallahassee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 13May64 40p.

*INDUSTRIAL ARTS; *PROGRAM EVALUATION; *TEACHER EVALUATION; EDUCATIONAL EQUIPMENT; *CURRICULUM EVALUATION; HIGH SCHOOLS
ESCAMBIA COUNTY; FLORIDA

A four-man committee spent February 3-7, 1964 (1) reveiwing the industrial arts program, (2) observing facilities and classes, (3) interviewing the teachers, students, and prinsipals, and (4) securing related information. Evaluation checklists covered: (1) personal qualities of the teacher, (2) professional preparation, (3) instructional preparation, (4) teaching methods, (5) shop management practices, (6) teacher's professional activities, (7) plans for program improvement, (8) characteristics of facilities and equipment, and (9) safety provisions. Specific findings and recommendations, based on collected data, are given for 16 secondary schools. Some general conclusions were: (1) Lesson planning is not being done, (2) Discipline is good, (3) Content level is too elementary, (4) Shop libraries are inadequate, (5) Evaluation is subjective, and (6) Instruction is not designed for varying ability. Some general recommendations were (1) Methods for improving instruction should be established, (2) Junior high programs should assume the exploratory feeder concept, (3) The budget for consumable supplies should be at least two dollars per pupil, (4) Programs for Negroes should contain projects and study areas which will upgrade the home and community, and (5) Only quality machinery should be purchased. The evaluation form is included. (EM)
included. (EM)

VT 001 382
Applegarth, Boyd; Fish, Lawrence D.
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul65 155p.

*EMPLOYMENT OPPORTUNITIES; *VOCATIONAL EDUCATION; HIGH SCHOOLS; *PROGRAM EVALUATION; OCCUPATIONAL SURVEYS; SURVEYS; HIGH SCHOOL STUDENTS; EDUCATIONAL INTEREST; EMPLOYMENT PROJECTIONS; ECONOMIC FACTORS; LABOR FORCE; ADMINISTRATOR ATTITUDES; VOCATIONAL FOLLOWUP; TEACHER ATTITUDES; SCHOOL LIBRARIES; VOCATIONAL EDUCATION TEACHERS; OCCUPATIONAL GUIDANCE; EUDCATIONAL FACILITIES
COLUMBIA COUNTY; OREGON

The purpose of the study was to examine the existing vocational education programs of the five high schools in the county and their relationships to occupational opportunities available to Columbia County youth. Data to determine employment distribution and occupational needs were obtained from the Oregon Department of Employment for all major nonagricultural industry divisions, second quarter of 1964, and a sampling of employers in each major industrial division. The sample accounted for approximately 50 percent of the total employment in each division. Employers completed a report form providing present and previous employment information. Each school principal was contacted for information about vocational programs. Vocational education courses were offered in areas of trade and industrial education, business and office education, home economics education, and vocational agriculture education. There were no offerings in distribution education. The greatest need for employees in 2 and 5 years would be in skilled, clerical, sales, and service occupations. The philosophies of the five school districts indicated that vocational education had a minor role in the central purpose of the schools. In general, vocational education in Columbia County had little relationship to current and projected employment needs within and around the county. Recommendations included (1) Establishing an area vocational school, (2) Updating the curriculum and the vocational library, (3) Educating for jobs outside the county, and (4) Establishing a vocational guidance program and a placement program. (SL)

VT 001 435 ED 018 574
Survey of Currently Employed Nurse Aides in Chicago.

Chicago Board of Education, Ill. Dept. of Vocational and Practical Arts Education
EDRS PRICE MF-$0.25 HC-$1.40
Pub Date - 66 33p.

*NURSES AIDES; HEALTH OCCUPATIONS EDUCATION; PROGRAM DEVELOPMENT; INDIVIDUAL CHARACTERISTICS; *TESTING PROGRAMS; EMPLOYMENT QUALIFICATIONS; *ABILITY
CHICAGO; ILLINOIS

The purposes of a demonstration program in health occupations were to set up an advisory committee to determine specific occupations to be given priority for training, to conduct a testing program among current workers in the health occupations, and to conduct a recruitment program. The advisory committee recommended that an educational program be initiated for the subprofessional personnel. As one important subprofessional group, nurse aides were chosen to participate in the testing program to determine the ability thresholds necessary for successful job performance. The California Capacity Questionnaire, the Nelson Reading Test, a Performance Assessment Form, and a pretest identification form were administered to 1,136 aides in 29 institutions. Some findings were: (1) The general mental ability of the nurse aides ranged from 50 to 140, and the reading level ranged from below the second grade to above the 10th, (2) Unmarried "nursing" aides received lower ratings than the married in quality of care given, ability to organize and complete an assignment, and care of the incontinent, (3) The younger "nursing" aides were rated lower than the older in economical use of supplies, and (4) 66 percent were rated as average performers and 31 percent above average. Because of the effect of extraneous factors on the test scores, the lower 10 percent were rejected, and the general mental ability threshold for the aides was assigned at 65 and the reading comprehension threshold at the 4.2 grade level. An increased recruitment program for practical nurses and operation room technicians was effected. The aide assessment instrument and a bibliography are included. (BS)

VT 001 480   ED 018 582
Green, George B.; Dawis, Rene V.
Development and Administration of the Youth Opinion Questionnaire. Minnesota Studies in Work Attitudes Technical Report 2.

Minnesota Univ., Minneapolis. Industrial Relations Center
EDRS PRICE MF-$0.25 HC-$2.16
Pub Date -   Oct66 52p.

*STATISTICAL ANALYSIS; *HIGH SCHOOL STUDENTS; *QUESTIONNAIRES; *WORK ATTITUDES; STUDENT ATTITUDES; SURVEYS; FACTOR ANALYSIS
*YOUTH OPINION QUESTIONNAIRE

The Youth Opinion Questionnaire is being developed as an instrument which measures work attitudes, is appropriate for use with high school age people, and requires 30-40 minutes to complete. It is part of a research project to determine the attitudes (needs, expectations, beliefs, and perceptions) of threshold workers with regard to the world of work, to study the demographic and socioeconomic factors associated with these attitudes, and to investigate the relationship of these attitudes to entry work experience. This report describes the development and refinement of the YOQ from the item data presented in VT 001 437. The refined questionnaire contains 195 items of which 95 employ a rating format (four response choices) and 100 a pair-comparison format. In the administration phase of the project, over 10,000 students in 15 high schools were surveyed with the revised questionnaire. Data from 806 students from one school system were analyzed as to means, standard deviations, and Hoyt internal consistency reliability coefficients for the 29 content scales. With the exception of five scales, the questionnaire showed high internal consistency reliability. Results indicated that the psychometric objectives for the questionnaire have in large measure been attained. The item content of the original forms A, B, C, and the refined form G of the questionnaire and the administration instructions are included. (SL)

VT 001 551   ED 018 589
Jordan, Beth C.; Loving, Rosa H.
Young Women in Virginia, A 10-Year Follow-Up Study of Girls Enrolled in 1954-55 in the Tenth Grade in Virginia High Schools. A Research Contribution to Educational Planning, Vol. 49, No. 1.

Virginia State Board of Education, Richmond. Div. of Educational Research
EDRS PRICE MF-$0.25 HC-$1.88
RCEP-49-No-1
Pub Date -   Aug66 45p.

*HOMEMAKING EDUCATION; *VOCATIONAL FOLLOWUP; *FEMALES; FAMILY PROBLEMS; ACADEMIC ACHIEVEMENT; ATTITUDES; INDIVIDUAL CHARACTERISTICS; HIGH SCHOOL GRADUATES; DROPOUTS; HOMEMAKING SKILLS; OCCUPATIONAL HOME ECONOMICS; GRADE 10; HOME MANAGEMENT; *PROGRAM EVALUATION; EDUCATIONAL NEEDS; GRADUATE SURVEYS; FAMILY CHARACTERISTICS
VIRGINIA

The purposes of this study were to determine the needs for strengthening the homemaking program and for planning programs to prepare young women for occupations using home economics skills and knowledge. Home economics teachers completed data sheets for 2,679 of the 20,000 10th grade girls in Virginia schools in 1954-55. Questionnaires were sent to approximately 2,300 of this sample, and 1,585 responded providing data on their characteristics, and their problems, attitudes, and practices in homemaking. The group was characterized by early marriage and early childbearing, early termination of education at both high school and post-high school levels, home ownership, a moderate level of income, paid employment, and short-time enrollment in home economics. Problems chiefly concerned adjusting to new situations and to the role and responsibilities of a homemaker. The subjects having longer enrollment in home economics courses seemed to have more positive attitudes toward the homemaker's role and preparation for it, more interest in preparing for employment in home economics occupations, and a higher regard for education beyond high school. Graduates, compared with nongraduates, were more interested in training for home economics wage-earning occupations, were more frequently employed, had higher incomes, and had superior practices of managing income. Implications for homemaking programs concerned (1) increased attention to homemaking and wage-earning training, (2) expansion to include more girls for a longer period, including post-high school professional training, (3) provision for adult courses, and (4) improvement of homemaking courses. Tabular data and some participant reactions and comments are included. (BS)

VT 002 156
Loudermilk, Kenneth M.
A Follow-Up Study of Vocational Students at North Idaho Junior College.

Idaho Occupational Research Unit, Moscow
MF AVAILABLE IN VT-ERIC SET.   OEC-5-85-118
Pub Date -   Jul67 56p.

*TRADE AND INDUSTRIAL EDUCATION; *JUNIOR COLLEGES; *EDUCATIONAL PROGRAMS; *VOCATIONAL ADJUSTMENT; EDUCATIONAL EXPERIENCE; AUTO BODY REPAIRMEN; AUTO MECHANICS (OCCUPATION); ELECTRONIC TECHNICIANS; *VOCATIONAL FOLLOWUP; PROGRAM EVALUATION
*NORTHERN IDAHO JUNIOR COLLEGE; IDAHO

Fifteen of 25 graduates and dropouts formerly enrolled in Automobile and Body and Fender Repair, 32 of 70 formerly enrolled in Automobile Mechanics, and 54 of 73 formerly enrolled in Industrial Electronics responded to questionnaires concerning their status since leaving college and their retrospective evaluation of their educational experience. Relatively small numbers and return percentages for the three groups necessitate caution in the interpretation of the findings which indicate that the majority of respondents were satisfied with their choice of programs and that the college is doing a commendable job in training. An analysis of the total number of jobs held by the three program groups revealed that the majority were not related to the respondents' programs of training. Of respondents engaged in jobs related to their training, a majority indicated that their education had prepared them for responsibility and advancement while the opposite response was made by those in jobs not related to their training. (HC)

VT 002 313   ED 019 437
Miller, John G.
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

New York Univ., N.Y. Center for Field Research and School Service
EDRS PRICE MF-$0.25 HC-$1.24
Pub Date -   Nov66 29p.

TEST SELECTION; *TRADE AND INDUSTRIAL EDUCATION; VOCATIONAL HIGH SCHOOLS; OCCUPATIONAL CHOICE; *PREDICTIVE ABILITY (TESTING); GRADE 12; *ADMISSION CRITERIA; STUDENT ABILITY; STANDARDIZED TESTS; TEST DEVELOPMENT; ACHIEVEMENT TESTS; *TESTING PROGRAMS
CONNECTICUT

The Flanagan Aptitude Classification Test, the Gordon Occupational Check List, the Stanford Achievement Test, the Primary Mental Abilities Test, and the Gordon Survey of Interpersonal Values were administered in a pilot study undertaken as part of a larger study designed to define more effective instruments for identifying vocationally talented students. Comprehensive achievement tests in trade machine shop and trade electrical shop were developed by curriculum specialists to be used as criteria measures and were administered with the predictive test battery to about 200 grade 12 students enrolled in trade programs as six selected vocational-technical schools. An analysis of school records and teacher marks indicated that a majority of students who scored above the mean on the achievement instrument were scholastically in the upper one-third of their vocational group and had intelligence quotients of above 100. Use of the Survey of Interpersonal Values and the Occupational Check List showed little difference between the responses of successful and unsuccessful students. The correlation of scores on the predictive test battery with those on the achievement instruments indicated that all of the test had some degree of predictive value. The predictive test battery was reduced and administered to all students entering vocational-technical schools in the fall of 1966. Following suggested recommendations, the scores will be used for future comparisons and refinements of the test battery. (HC)

VT 002 432
Evaluation Results for Leadership Development Seminars I, II, III, Vocational-Technical Education.

Maryland Univ., College Park
MF AVAILABLE IN VT-ERIC SET.   OEG-2-6-062188-0732   08
BR-6-2188
Pub Date -   66 5p.

*PROGRAM EVALUATION; *LEADERSHIP TRAINING; *SEMINARS; CHANGING ATTITDUDES; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION

An inventory-evaluation sheet was developed to measure changes in attitudes and understandings of participants in three leadership development seminars for vocational and technical personnel, two held at the University of Maryland (reported in ED 010 629 and ED 010 630) and the third at Tahoe, California, (reported in ED 010 631) 1966. The instrument was used as a pre and a post test and the differences in mean scores were calculated fo each item for each seminar. An increase was found for each item. The greatest change occurred on the item, "My understanding of the leadership development process," with the most change occurring during Seminar II. Participants completing open ended evaluation forms at the end of each semester judged as most worthwhile (1) learning different conference procedure methods, better knowledge of conference tools and techniques, and leadership skills, and (2) meeting in informal sessions outside the scheduled day. They judged the Task Force to be least worthwhile because too much time was spent on it, the situation was artificial, and too few materials were available. Tabular data give the mean pre- and post-test scores and mean difference for each item for all three seminars. (EM)

VT 003 205   ED 018 613
Baldwin, Thomas S.
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.

North Carolina Univ., Raleigh. N.C. State Univ.
EDRS PRICE MF-$0.25 HC-$0.56   OEG-2-6-000517-0585
BR-6-0517
Pub Date - 2Mar67 12p.

RESEARCH PROJECTS; *ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; TECHNICAL EDUCATION; TACTUAL PERCEPTION; CURRICULUM; AUDITORY PERCEPTION
NORTH CAROLINA

During the first year of the project, to discover more adequate ways of measuring important tactile-kinesthetic modalities, approximately 40 instructors within the North Carolina Department of Community Colleges and Technical Institutes, working with project staff members, completed a curriculum analysis for the technical or trade specialty in each of the seven areas for which tests are being developed and compiled a pool of from 500 to 800 test items for each curriculum. These items were constructed to represent each topic into which each curriculum had been divided, and the 4 levels of classifying educational objectives which were accepted by the project staff--knowledge, understanding, and two levels of application. Paper and pencil tests were completed in electronics technology and electronics data processing technology. Two analogous forms of the test in each technical area were developed, and item and factor analyses will determine the most appropriate items for each form of the final tests. Paper and pencil tests and performance tests in the other five areas are in the process of development. Standardized data from student records is to be studied to determine its relationship to any of the factors of achievement identified through factor analysis. An experimental section established within the project will conduct basic investigations concerning the auditory, visual, kinesthetic, and olfactory senses. Thirty institutions, representing over 95 percent of the total North Carolina enrollment in each of the seven areas, have agreed to participate in the project. The project has been completely staffed, an advisory committee has been formed, and several nationally known consultants have been secured for the project. Other progress reports are VT 003 315, VT 003 699, VT 005 199, and VT 005 200. (HC)

VT 003 232 ED 018 616
Forsyth, G.R.; Nininger, J.R.
Expanding Employability in Ontario, An Assessment of the Federal-Provincial Program for Training and Upgrading the Skills of the Unemployed and Its Implications for Governments, Business, and Labour.

Ontario Economic Council, Toronto
EDRS PRICE MF-$0.50 HC-$2.96
Pub Date - May66 72p.

*MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; *JOB TRAINING; *UNEMPLOYED; PROGRAM DESCRIPTIONS; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; FEDERAL LAWS; FEDERAL PROGRAMS; STATE PROGRAMS; JOB PLACEMENT; GOVERNMENT ROLE; INDIVIDUAL CHARACTERISTICS; EMPLOYERS
ONTARIO; *PROGRAM 5

Program 5 training for the unemployed came into existence under the Technical and Vocational Training Assistance Act of 1960. This study was conducted to evaluate the program's effectiveness and provide guidelines for its future operation. The study concentrated on (1) the program trainees, (2) employer knowledge, attitudes, and use of the trainees, and (3) the administrative aspects of the program. Data from personal interviews and mailed questionnaires indicated that the program had been highly successful by almost every measure available. The enrollment grew from 500 in 1960 to 23,000 in 1964 which represented almost 28 percent of the unemployed. Nearly 70 percent of the trainees found employment within a month after graduation. The completion rate of the training programs varied between 40 and 60 percent with many of those who dropped out doing so to accept employment. The program's lack of well-defined objectives at all levels of operation complicated the development of effective policies and performance measures. Employers were not informed about the purposes of the program and there were no effective means of keeping the program abreast of employer needs. The many recommendations are grouped under the headings (1) Role of Government in Education and Manpower Development, (2) Awareness of the Need for Manpower Training, (3) Testing and Counseling: Personnel and Facilities, (4) The Role of the National Employment Service, (5) Measures of Program Performance, and (6) Needs of the Individual Trainee. The research design, a nonresponse analysis, a list of courses offered in Ontario, an explanation of student living allowances, and completion record forms are included in the appendixes. (HC)

VT 003 247
Lee, Allen
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

California Univ., Berkeley. School of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 6Jan67 47p.

*VOCATIONAL EDUCATION; *EDUCATIONAL ADMINISTRATION; QUESTIONNAIRES; RATING SCALES; *OPINIONS; STATE SUPERVISORS; *EVALUATION; TECHNICAL EDUCATION; *STATE DEPARTMENTS OF EDUCATION; NATIONAL SURVEYS

This document is an instrument designed to obtain perception of the current administration of vocational-technical administration at the state level. It was developed by the Program for Research and Development in Vocational-Technical Education, University of California and includes a personal data sheet, and eight groups of objective-type questions to ascertain perceptions, opinions, and suggestions for maintaining the current status or for making changes in vocational-technical administration. Instructions precede and a sheet for comments and suggestions on the interview questions or other pertinent questions follows each section. "Identificication and Development of Instruments for a Study of Expectations and Perceptions of the State Vocational-Technical Education Agencies and Their Influences Upon Local Programs" (ED 013 362) contains the rationale and development of this instrument and a copy of the instrument. (MM)

VT 003 315 ED 018 629
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.

North Carolina State Univ., Raleigh
EDRS PRICE MF-$0.25 HC-$1.80 OEG-2-6-000517-0585 08
BR-5-1319
Pub Date - 66 43p.

*ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; RESEARCH PROJECTS; TECHNICAL EDUCATION; CURRICULUM; PSYCHOMOTOR SKILLS; TACTUAL PERCEPTION; CURRICULUM EVALUATION
NORTH CAROLINA

The 11 institutions agreeing to participate in the study to discover more adequate ways of measuring important tactile-kinesthetic modalities were visited, and the operating procedures and information on what would be expected of each institution were outlined. Approximately 20 instructors began work on a detailed curriculum analysis in their respective areas and on the development of items from which a preliminary form of a comprehensive examination will be made. A preliminary form of a comprehensive electronics technology examination and results from 41 students who took the examination 2 years ago were made available by the Curriculum Laboratory, North Carolina Department of Community Colleges. Statistical analyses were performed, and it is felt that this examination may form a nucleus for the paper and pencil test to be developed. The staff decided to attempt to measure tactile-kinesthetic sensitivity by an experiment utilizing the psychophysical approach. Specialized apparatus was designed and contracted for construction. The appendixes contain (1) an amendment to the research project, to provide a basic research effort directed toward obtaining answers to some of the questions emanating from the achievement test development, and (2) working papers titled "Tactile-Kinesthetic Sensitivity Experiment" and "The Assessment of Trade and Technical Education Courses--The Use of Instructor and Peer Ratings as Intermediate Criteria of Curricula Effectiveness." A bibliography is included. Other progress reports are VT 003 205, VT 003 699, VT 005 199, and VT 005 200. (HC)

VT 004 045
McCrystal, Thomas J.
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966. Research Report 6.

North Dakota Univ., Grand Forks
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun67 19p.

SURVEYS; *PARENT ATTITUDES; *VOCATIONAL EDUCATION; *PARENTAL ASPIRATION; *EDUCATIONAL ATTITUDES; MOBILITY; ADULT EDUCATION; QUESTIONNAIRES; HIGH SCHOOL STUDENTS; GRADE 12
NORTH DAKOTA

Questionnaires returned by 2,674 parents in 23 counties revealed their opinions on community schools, vocational training, reasons for not attending vocational school, themselves, adult education, and mobility. The "average" parent was in his late forties, had lived most of his life in the state, had completed grade 11, had a strong interest in his schools and little doubt that high school training is of great importance. About half of the parents thought more vocational training was needed in their community and accounting, bookkeeping and secretarial training was that most desired. Nearly two-thirds planned for their children to attend college, and 54 percent wanted them to have vocational training after high school. About one-third said their children were not interested in vocational school. Parents and guardians saw themselves as being helpful or extremely helpful in their children's career planning. Half expressed an interest in adult education, and would like to continue their high school education. Over 80 percent said they had no intention of moving from their present community. A copy of the questionnaire is included. (MM)

VT 004 456 ED 017 691
Test Administrator's Manual for the Vocational Education Test Battery.

George Washington Univ., Washington, D.C. School of Education
EDRS PRICE MF-$0.25 HC-$1.00
BR-5-0061

Pub Date - 65 23p.

*VOCATIONAL APTITUDES; *STANDARDIZED TESTS; *APTITUDE TESTS; *NATIONAL NORMS; *TESTING; VOCATIONAL EDUCATION; TEST RESULTS; HIGH SCHOOL STUDENTS
*VOCATIONAL EDUCATION TEST BATTERY; *PROJECT TALENT

The standardized instructions in this manual are for administering the test battery used with the research project "Development of a Curriculum and Materials for Teaching Basic Vocational Talents," (VT 004 454). This test battery was adapted from the test battery developed by the staff of Project Talent under three separate contracts with the Cooperative Research Branch, the Office of Education, and the Department of Health, Education, and Welfare. The norms are based upon a national sample of approximately 440,000 school students and were reported in "The American High School Students," (ED 002 224) and "Studies of a Complete Age Group--Age 15," (ED 003 858) which gives norms for 15-year-old boys and girls both separately and combined. The norms for the tests used in this battery are given in the appendix to this manual. Related documents are VT 004 454 through VT 004 471. (EM)

VT 004 937 ED 019 492
Nelson, Helen Y.; Jacoby, Gertrude P.
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.

New York State College of Home Economics, Ithaca
EDRS PRICE MF-$0.75 HC-$6.84
OEC-5-85-110
BR-5-0043
08

Pub Date - Oct67 169p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM EVALUATION; PILOT PROJECTS; *STUDENT EVALUATION; CHILD CARE WORKERS; COUNSELOR ATTITUDES; TEACHER ATTITUDES; PERSONNEL EVALUATION; PROGRAM EFFECTIVENESS; ENROLLMENT INFLUENCES; STUDENT CHARACTERISITCS; HIGH SCHOOLS; RATING SCALES; VOCATIONAL FOLLOWUP; FOOD SERVICE WORKERS; WORK ATTITUDES; STUDENT ATTITUDES; SKILL DEVELOPMENT; JOB SKILLS
NEW YORK

Twelve pilot programs for training food service workers and child care center aides for entry-level jobs were studied (1) to evaluate student progress towards specific objectives related to knowledge, job competencies, and work attitudes, (2) determine the relationship of student success in the course and on the jobs to student characterisitcs, and (3) provide by means of descriptive data, answers to questions of general interest to occupational education. Descriptive rating scales measuring occupational skills, a questionnaire measuring motivation for enrollment and achievement tests were administered to 138 students as pre- and post-tests. Rating scales for the followup study and questionnaires to secure guidance counselor and teacher information were also used. Data analyses included developing an index of student success and correlating it with student characteristics, correlating test scores for a total sample with selected variables, and determining the best predictors of helpful work attitudes and employer requirements by multiple regression analysis of two rating scales. The variable most often contributing to student success in occupational education were self-confidence, academic ability, and positive attitudes toward school and toward working with others. A successful program in home economics occupational education was characterized by provision of outside work experience, classes of reasonable size, potential dropouts staying in school, student acceptance of the course and the occupation for which it trained, a positive teacher, administrative support, personal guidance, and an advisory committee which included outside employers. (FP)

VT 005 046
Ehresman, Norman D., And Others
A Review and Synthesis of Research Relating to Vocational Education in North Dakota. Research Report 10.

North Dakota Univ., Grand Forks
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan68 58p.

*VOCATIONAL EDUCATION; HIGH SCHOOLS; ADULT VOCATIONAL EDUCATION; POST SECONDARY EDUCATION; POPULATION TRENDS; EMPLOYMENT OPPORTUNITIES; EDUCATIONAL NEEDS; *PROGRAM EVALUATION; JOB TRAINING; FEDERAL PROGRAMS; *STATE PROGRAMS; SURVEYS; TECHNICAL EDUCATION; EDUCATIONAL GOALS
NORTH DAKOTA

This study was designed to analyze the adequacy of present training programs and the needs to provide a sound basis for further development of vocational education in North Dakota. The project was initiated at the request of the State Director of Vocational Education and the State Board for Vocational Education. A rationale for vocational education and goals for occupational education were presented in support of the study. State agency annual descriptive and statistical reports provided information on the facilities and services currently available in (1) programs of vocational education at the secondary, adult, and post-secondary levels, (2) supplementary programs such as Manpower Development and Training Act, Rural Area Redevelopment, Job Corps, labor unions, and private vocational school, and (3) ancillary services. Studies, technical reports, U.S. Department of Labor reports, and other publications provided information on national, regional, and state population, education, and employment. A Research Coordinating Unit survey furnished information about employer's vocational needs and opinions about vocational education programs. It was concluded that the vocational education program in North Dakota is not adequate for the present needs of its people. Based on the findings, recommendations were made for expanded programs of education for vocational education teachers, reorganized and expanded administration and supervision, expanded vocational programs at all levels, the development of a research section within the Department of Vocational-Technical Education, and the development of more efficient ways of administering and financing vocational education in North Dakota. (HC)

VT 005 194   ED 018 666
Addison, Robert T., And Others
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools (A Trial Document).

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$1.68
OSDE-Bull-4
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($1.00).
Pub Date - Jun67 40p.

*PROGRAM EVALUATION; *EVALUATION CRITERIA; CHECK LISTS; *BUSINESS EDUCATION; HIGH SCHOOLS; *SELF EVALUATION; COOPERATIVE EDUCATION; *OFFICE OCCUPATIONS EDUCATION

Instructions, the philosophy of the evaluative procedure, and the philosophy and objectives of business education programs preface the self-evaluation instrument which was compiled from a master's thesis submitted to the Ohio State University in 1960 and a report of a workshop held at the University of Toledo in 1966. A checklist of provisions, conditions, or characteristics found in a good business and office education program and a section of evaluation items to be judged by use of a five-point rating scale are provided for each of the following: (1) Organization and Administration of the Business and Office Education Programs, (2) Nature of Offerings, (3) Physical Facilities and Equipment, (4) Instruction--Staff, (5) Instruction--Activities, (6) Instruction--Materials and Resources, (7) Evaluation, and (8) Guidance, Placement, and Followup. A separate evaluation instrument for cooperative office education covers: (1) Public Relations, (2) Coordination, (3) Work Stations, and (4) Selection of Students. Forms for the evaluator's summary and a departmental profile are included. (PS)

VT 005 199   ED 018 668
Baldwin, Thomas S.
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.

North Carolina State Univ., Raleigh
EDRS PRICE MF-$0.25 HC-$0.32   OEG-2-6-000517-0585   08
BR-5-1319
Pub Date - 1Jun66 6p.

*ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; RESEARCH PROJECTS; TECHNICAL EDUCATION; PSYCHOMOTOR SKILLS; CURRICULUM
NORTH CAROLINA

Preliminary work on developing the conceptual framework into which psychomotor behaviors can be categorized involved designing studies to discover the dimensionality of the tactile-kinesthetic sense modalities in order that their modifications as a function of training can be studied. The important changes that occur in acquiring the skills being studied have to do with the problem of tactile-kinesthetic perception. The seven curriculum areas with which the project is concerned are being analyzed by a psychologist, an industrial education specialist, and subject matter experts so that the cognitive and psychomotor behaviors that are intended to be taught can be specified in behavioral terms. Thirteen North Carolina technical institutes and community colleges have tentatively been selected for participation in the project. All full-time positions on the project have been filled, and five consultants have been contacted and have agreed to serve. Other progress reports are VT 003 205, VT 003 315, VT 003 699, and VT 005 200. (HC)

VT 005 200   ED 018 669
Baldwin, Thomas S.
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

North Carolina State Univ., Raleigh
EDRS PRICE MF-$0.25 HC-$1.08   OEG-2-6-000517-0585   08
BR-6-1319
Pub Date - 67 25p.

*ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; *PERFORMANCE TESTS; TECHNICAL EDUCATION; RESEARCH PROJECTS; CURRICULUM; ELECTRONICS; ELECTRONIC DATA PROCESSING; TESTING PROGRAMS; COGNITIVE TESTS

Two forms of paper and pencil achievement tests were assembled in four and one form was assembled in the other of the five trade curriculum areas in which the project is developing achievement measures. Design and production of 10 of the 12 measures of performance for the five areas were completed. Nine hours of testing time were requested of the participating institutions for administering the paper and pencil performance and reference tests, and testing was begun. Tests in the two technologies included in the project were administered to 179 students in electronic data processing and to 338 students in electronics technology in 10 institutions in five different states. To identify the factors isolated through factor analysis, several tests which measure relatively pure factors of intelligence are to be used in the project testing program. These were selected from the "Kit of Reference Tests for Cognitive Factors," described in the appendix. A description of each performance test is included. Other progress reports are VT 003 205, VT 003 315, VT 003 699, and VT 005 199. (HC)

VT 005 223
Grabowski, Donald J.
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

New York State Dept. of Labor, Albany
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct67 88p.

*ADULT VOCATIONAL EDUCATION; EMPLOYMENT EXPERIENCE; PROGRAM COSTS; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; *COST EFFECTIVENESS; FEDERAL LEGISLATION; STATE LEGISLATION; STUDENT CHARACTERISTICS; FEDERAL

PROGRAMS; STATE PROGRAMS; VOCATIONAL TRAINING CENTERS; ON THE JOB TRAINING; EDUCATIONAL PROGRAMS; FEDERAL STATE RELATIONSHIP; TABLES (DATA)
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; NEW YORK; MDTA PROGRAMS;

Two basic objectives of this study were to evaluate state-operated manpower training programs (based on a representative sample of 25 selected programs) on a cost-benefit relationship basis and to evaluate a larger universe of state-operated programs from a cost-effectiveness viewpoint. The latter portion of the survey included most (310) of the institutional programs completed since 1962 and all on-the-job training (OJT) projects from 1963 through 1967 which were developed by the staff of New York's Division of Manpower. Among the highlights of the study were: (1) For institutional trainees, the average earnings gain was 54 cents for every dollar invested by the government in training, (2) For OJT trainees, the earnings gain was $2.10 for every dollar invested by the government, (3) The educational level of trainees dropped steadily (over 47 percent lack a high school diploma), and younger persons, aged 19 to 34, made up the largest group among the trainees, (4) 72 percent of the institutional trainees who completed training had a job at the time of the last report to the Division of Employment, while 92 percent of the OJT trainees were employed at the completion of their training, and (5) 50 OJT contracts involving 118 projects, and more than 20 different institutional training programs are now underway as a result of state financing. Also included are tables, the legislative background of manpower training, part of the State Manpower Training Act, a description of trainee characteristics, and findings of other cost-benefit studies. (ET)

FACILITIES
AND EQUIPMENT
SECTION

VT 001 019
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.

Colorado State Board for Vocational Education, Denver
MF AVAILABLE IN VT-ERIC SET.
Colorado State Board for Community Colleges and Occupational Education, Room 207 State Services Building, Denver, Colorado 80203 (single copies).
Pub Date - 63 5p.

*VOCATIONAL AGRICULTURE; *EDUCATIONAL FACILITIES; *SCHOOL PLANNING; CLASSROOMS; SCHOOL SHOPS

Supervisors and teacher educators developed this brief guide. Recommendations for planning vocational agriculture facilities cover size, lighting, special equipment, construction materials, heating, equipment storage, and electrical service for offices, classrooms, and shops. (JM)

VT 001 208
National Standard School Shop Safety Inspection Check List.

Joint Safety Committee of the American Vocational Assn. and the National Safety Council
MF AVAILABLE IN VT-ERIC SET.
National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 ($1.00 for packets of 50).
Pub Date - Jul64 4p.

*SCHOOL SAFETY; *CHECK LISTS; *INDUSTRIAL ARTS; *STANDARDS; *SCHOOL SHOPS

A safe environment is an essential part of the school shop safety education program. This checklist was developed to standardize the evaluation of shop facilities and equipment. It covers: (1) General Physical Condition, (2) Housekeeping, (3) Equipment, (4) Electrical Installation, (5) Gas, (6) Personal Protection, (7) Instruction, (8) Accident Records, and (9) First Aid. In most categories, space is provided for listing of standards, requirements, or regulations which have local application only. (EM)

VT 001 483 ED 018 583
Coof, Fred S.; Maliche, Eleanor
Office Machines Used in Business Today.

Wayne State Univ., Detroit, Mich.
EDRS PRICE MF-$0.25 HC-$2.36
Pub Date - Dec65 57p.

*OFFICE MACHINES; SURVEYS; *EMPLOYER ATTITUDES; *OFFICE OCCUPATIONS; *EDUCATIONAL NEEDS; OFFICE OCCUPATIONS EDUCATION; QUESTIONNAIRES; EMPLOYMENT QUALIFICATIONS; BUSINESS; ON THE JOB TRAINING; INTERVIEWS
BAY CITY; MICHIGAN

Interviews of 239 businesses of the Bay City Standard Metropolitan Statistical Area of Michigan provided information on (1) the type and number of machines used in business, (2) the training demand by employers for personnel using this office equipment, (3) the extent of on-the-job training given by employers, (4) the implications for vocational education, and (5) a survey research methodology which would possibly be useful to other communities in obtaining accurate local data. An analysis of data focused on eight machines: adding-calculating, billing-bookkeeping, copying, dictating, duplicating, electronic accounting, electronic data processing, and typewriters. Some conclusions were: (1) Electric machines, excluding typewriters, were more popular than their manually operated counterparts, (2) Businessmen did not demand that their employees have training and experience in office machines with the exception of typewriters, and (3) Approximately one-third of the companies reported that they administered some type of on-the-job training. It was recommended that no additional state or federal funds be allocated for the purchase of office machines with the exception of typewriters, and that funds expended should be used to rent, not purchase, equipment. The instrument was too complicated for optimum analysis, and the use of amateur interviewers presented problems in collecting data. The instrument and tabular data are included. (PS)

VT 001 965
Hollenberg, A.H.; Johnson, E.J.
Buildings, Equipment, and Facilities for Vocational Agriculture Education. Vocational Division Bulletin No. 284, Agricultural Series No. 76.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
OE-81003
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.45).
Pub Date - 60 96p.

*VOCATIONAL AGRICULTURE; *BUILDING DESIGN; *EQUIPMENT; *EDUCATIONAL FACILITIES; *EDUCATIONAL SPECIFICATIONS; HAND TOOLS

Buildings and facilities for vocational agriculture require special design to accomodate the program. This bulletin was prepared by U.S. Office of Education specialists for use by teachers, supervisors, teacher educators, architects, and school authorities in planning new or remodeling old facilities. The bulletin was based upon suggestions of state staffs, commercial organizations, and other specialists from many other states. Included are sections on (1) Planning and Locating the Department, (2) Determining Building Types and Design, (3) Selecting Construction Materials, (4) Developing Department Building Plans, (5) Tools and Equipment, and (6) Planning Guide for Buildings and Facilities. The latter section provides specifications for building features and essential equipment. The bulletin is illustrated with drawings and photographs. (JM)

VT 002 208
Wade, Charles D.
A Guide for the Use of the Kentucky Vocational Education Research-Resource Library.

Kentucky Research Coordinating Unit, Lexington
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug67 15p.

*LIBRARY SERVICES; *RESEARCH COORDINATING UNITS; RESEARCH TOOLS; *LIBRARY GUIDES

Information from state Research Coordinating Units having or developing libraries was used to plan and improve the Vocational Education Research-Resource Library which has as its purposes to (1) implement the objectives of the program of occupational research and development in Kentucky by bringing together all available library research resources to support a continuing program of vocational education, and (2) facilitate access to the research and resource materials significant to immediate and anticipated needs of vocational education personnel involved in research and development activities. The guide gives the library's location, hours, equipment available for use, staff, services provided by the staff, and instructions for use of library materials outside the library. Materials available in the library are (1) books classified according to the Dewey Decimal system, (2) microfiche from Educational Resources Information Center, (3) verticle file materials such as research proposals, studies, bibliographies, questionnaires, project summaries, and information about projects approved and funded which arranged into the 10 areas, and (4) periodicals. Cooperating libraries and information systems are listed with general statements about their scope. (MM)

VT 002 305 ED 019 435
Technology-Resource Center for Vocational-Technical Education.

Rutgers, The State Univ., New Brunswick, N.J.
EDRS PRICE MF-$0.25 HC-$0.84 OEG-5-85-043 08
BR-5-0018
Pub Date - 19p.

*RESOURCE CENTERS; *EDUCATIONAL FACILITIES; TEACHER EDUCATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; BUILDING DESIGN; *INSERVICE TEACHER EDUCATION; *INSTRUCTIONAL TECHNOLOGY

A model facility for updating vocational-technical teachers, planned in the project "A Vocational Technical Teacher Technology Center: The Development of a Model" (ED 003 522), is described. The Center consists of a technology and a resources complex. The circular technology complex, devoted to updating and enriching the instructional program, is designed on three levels: (1) the lower level which accomodates a television studio, control room, storage and mechanical equipment-utilities room, (2) the technology complex level which provides for four modules, a large group instructional room, mechanical equipment and utility room, storage, staging, and lounge, and (3) the upper level which provides for a central audiovisual control area, observation room, and rear screen and television projection windows. The four modules provide for instructional groups of varying sizes and fields of study. The rectangular resource complex is joined to the technology complex by a glass corridor. It provides facilities oriented for improving teaching-learning techniques. It includes instruction, evaluation and research, darkroom, reproduction, curriculum development, innovation center, library, public lounge, and exhibit areas. An outdoor demonstration area is planned. A site plan, floor plan, and an outline of architectural considerations are included. (PS)

VT 002 328
Terrell, Errol J.
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 10p.

*ENROLLMENT PROJECTIONS; *SCHOOL PLANNING; *AREA VOCATIONAL SCHOOLS
MILFORD; STRATFORD; CONNECTICUT

This summary report of selected data relative to the need of a new vocational school includes (1) identification of primary feeder towns, (2) travel distances to existing and proposed schools, (3) estimated enrollment based on 6 percent of students entering ninth grade, and (4) projections of potential enrollment through 1976. (EM)

VT 003 446
Simpson, Elizabeth J.; Barrow, Joseph M.
The Setting for the Home Economics Program at the Secondary Level: A New Look.

MF AVAILABLE IN VT-ERIC SET.
Illinois Teacher of Home Economics; v8 n2 1964.
Pub Date - 64 14p.

*HOME ECONOMICS EDUCATION; *SECONDARY SCHOOLS; *EDUCATIONAL FACILITIES; FLEXIBLE FACILITIES; CLASSROOM ARRANGEMENT; *FACILITY GUIDELINES

Home economics for the present and foreseeable future at the secondary level proposes to prepare students for homemaking, wage earning, and college; These purposes, among others, must be considered in planning educational facilities. Laboratories to prepare students for homemaking have tended to simulate home settings. Broader educational objectives would be served in a highly accomodative, multi-purpose laboratory. Concepts and generalizations are more likely to be developed in a generalized environment than in a more specific "like-a-house" setting. Flexibility, variability, generality, and accomodativeness are key guidelines for educational facilities which will aid the transfer of learning for homemaking and apply equally well to wage earning programs. Facilities for occupation preparation must take into consideration the extent that skills and abilities will be developed in the classroom, whether cooperative or on-the-job training will be offered. and whether the content suggests facilities different from those now in use. For college oriented students, facilities for individual study and research, such as study carrels, are suggested. A high school home economics department incorporating the suggested criteria is descirbed and illustrated. (FP)

VT 004 108 ED 021 052
Uxer, John Elmo
An Operations Research Model for Locating Area Vocational Schools.

New Mexico State Univ., Las Cruces
EDRS PRICE MF-$0.75 HC-$6.92
Pub Date - 13May67 171p.

FEASIBILITY STUDIES; *SCHOOL LOCATION; VOCATIONAL EDUCATION; SITE SELECTION; *ECONOMIC FACTORS; *AREA VOCATIONAL SCHOOLS; *EMPLOYMENT OPPORTUNITIES; *ENROLLMENT INFLUENCES; MODELS

The purposes of this study were to determine the major characteristics of a predictive model for use in locating and establishing area vocational schools, develop this predictive model, and analyze the statistical significance of the factors comprising each of the characterisitcs. A literature review and conferences with state and local educational leaders were used to identify the major elements for the model. A survey of 94 schools in 14 states provided data which was analyzed and categorized into the model's elements. A jury of 30 educators ranked the elements on relative importance. Three major characteristics of the model were potential enrollment, job opportunities for graduates, and financial support. The model was applied to two communities in New Mexico to predict whether or not they could successfully support an area vocational school. When the discrimination function model was applied to the sample of existing area vocational schools, the results coincided with classifications made by state vocational directors and the investigator in 86.17 percent of the instances. Such models can be used by educators as analogues representing processes or systems under study. (EM)

VT 005 024
Suggested Facilities for Agricultural Courses in Area Vocational Technical Schools, Perspective of Agricultural Wing.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
Pennsylvania State Dept. of Public Instruction, Harrisburg
Risheberger (Jack W) and Associates, State College, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep65 1p.

*VOCATIONAL AGRICULTURE; *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL FACILITIES

The floor plan of facilities for area vocational-technical school agriculture courses is provided. Major features include a classroom, shop, lath house, greenhouse, headhouse, storage shed, and courtyard. The arrangement of major equipment and auxiliary space is shown. (JM)

VT 005 030
Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 8p.

*OCCUPATIONAL HOME ECONOMICS; *FLORICULTURE; *LABORATORY EQUIPMENT; EQUIPMENT STANDARDS; CLASSROOM FURNITURE; *FLORIST WORKER

Suggested equipment, furnishings, and supplies for occupational home economics programs which train workers in floristry are listed under furnishings, equipment, instructional materials and supplies, filing equipment and supplies, and cleaning equipment. Specifications and the recommended number for a class of 16-24 pupils are given for each item. (FP)

VT 005 031
Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High schools (For Regular and Occupational Home Economics Programs).

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 25p.

EQUIPMENT STANDARDS; *LABORATORY EQUIPMENT; *CLASSROOM FURNITURE; *HOME ECONOMICS EDUCATION

Suggestions for equipment, furnishings, and supplies for all areas of general and occupational home economics education are listed under (1) needs for all areas of home economics, (2) laboratory equipment for foods and nutrition, (3) laboratory equipment and supplies for clothing and textiles, (4) laboratory furnishings for art, home furnishings, hospitality and home management, and (5) equipment, instructional materials and supplies for floral designing. Specifications and the recommended number for classes of 16 to 24 students are given for each item. (FP)

VT 005 032
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 10p.

*OCCUPATIONAL HOME ECONOMICS; *CLOTHING INSTRUCTION; *CLOTHING MAINTENANCE SPECIALISTS; *CLASSROOM FURNITURE; *LABORATORY EQUIPMENT; EQUIPMENT STANDARDS

Necessary educational equipment for establishing a laboratory which prepares students for commercial sewing and clothing alteration occupations are listed under furnishings, equipment, and supplies. Specifications and the recommended number are given for each item. (FP)

VT 005 033
Furnishings, Equipment and Supplies for Child Development Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 15p.

*CHILD DEVELOPMENT; *OCCUPATIONAL HOME ECONOMICS; *CHILD CARE OCCUPATIONS; *LABORATORY EQUIPMENT; EQUIPMENT STANDARDS; *CLASSROOM FURNITURE

Suggested furnishings, equipment, and supplies for the child development laboratory are listed under (1) furnishings, (2) food preparation equipment, (3) food serving equipment, (4) miscellaneous equipment, (5) equipment for children's activities, (6) supplies, (7) audio-visual equipment, (8) filing equipment and supplies, and (9) cleaning equipment and supplies. Each item contains specifications and the number recommended for 20 children. (FP)

VT 005 034
Equipment for Quantity Food Preparation and Service Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 22p.

*LABORATORY EQUIPMENT; *FOODS INSTRUCTION; *EQUIPMENT STANDARDS; CLASSROOM EQUIPMENT; *FOOD SERVICE OCCUPATIONS; *OCCUPATIONAL HOME ECONOMICS

Minimum equipment needed for quantity food preparation to serve 100 persons at one meal is listed. The information might be useful for planning purchases of equipment to be used in the occupational or general home economics food service laboratories or to evaluate other facilities available in the school or community. Items are listed according to (1) large cooking and baking equipment, (2) sinks and work tables, (3) refrigeration, (4) dishwashing equipment, (5) mobile equipment, (6) serving equipment, (7) small equipment, (8) storage and cleaning, (9) laundry equipment, (10) first aid and fire prevention, (11) appliances, (12) classroom furnishings, and (13) audio-visual aids. Specific items, listed in chart form, include descriptions of specifications and recommended amount or number. An index is included. (FP)

VT 005 035
Inventory - Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 11p.

*FACILITY INVENTORY; *HOME ECONOMICS EDUCATION; *RECORDS (FORMS); LABORATORY EQUIPMENT; CLASSROOM FURNITURE

Three-year inventory forms provide space for checking itemized equipment and furnishings on hand, and additional or replacements needed for each year. The forms are categorized as (1) Classroom Furnishings and Equipment for Instruction in All Areas of Home Economics, (2) Laboratory Equipment for Foods and Nutrition, (3) Laboratory Equipment for Clothing and Textiles, (4) Laboratory Furnishings for Art, Home Furnishings Hospitality, and Home Management, and (5) Equipment for Floral Designing. (FP)

VT 005 288
Johnson, Carlton E.; Hummel, Richard
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.

Ohio State Dept. of Education, Columbus. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210 ($.75).
Pub Date - Mar68 17p.

*FACILITY GUIDELINES; *VOCATIONAL AGRICULTURE; *EDUCATIONAL FACILITIES; HIGH SCHOOLS; *SCHOOL PLANNING; SCHOOL SPACE

Information on planning vocational agriculture facilities is presented for use by vocational agriculture teachers, school administrators, boards of education, and school architects. It was developed by a teacher educator, state supervisor, and a committee of teachers. Major sections are (1) Recommendations for Vocational Agriculture Facilities which discusses site, classroom, and office-conference area, (2) The Agricultural Mechanics Laboratory which discusses considerations such as areas of work, size, location, construction, tool placement, lighting, plumbing, and electrical equipment, and (3) Horticulture Laboratory which covers the greenhouse and lath house requirements. Floor plans, line drawings, and phototgraphs illustrate specific details. (WB)

VT 005 408
Harding, A. Louise
Practical Nursing Facilities.

Pennsylvania State Dept. of Public Instruction, Harrisburg
MF AVAILABLE IN VT-ERIC SET.
Technical and Industrial Education, State Department of Public Instruction, Harrisburg, Pennsylvania. 17126.
Pub Date - Feb68 4p.

*HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; PROGRAM PLANNING; *EDUCATIONAL FACILITIES; *STATE STANDARDS; SCHOOL SPACE; LIBRARY FACILITIES; *FACILITY GUIDELINES

This guide was developed by a state coordinator of health occupations on the basis of experience in approved programs. To assist in planning the establishment, relocation, or expansion of facilities, specific recommendations for implementing the more general recommendations of the State Board of Nurse Examiners are given for offices, classrooms, laboratory, library and study facilities, student lounge, and heating, lighting, and ventilation. Eight general recommendations concern amount of floor space, drinking fountains, bulletin boards, parking area, floor plan requirements, and plan submission. (JK)

VT 005 419 ED 022 031
McMahon, Gordon G.
Seminar on Shop and Laboratory Planning for Vocational Education. Final Report.

New York State Univ. College, Oswego
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.56 OEG-1-6-068530-2227 08
BR-6-8530
Pub Date - Jan68 12p.

*SCHOOL SHOPS; *EDUCATIONAL SPECIFICATIONS; *SEMINARS; *SCHOOL PLANNING; *VOCATIONAL EDUCATION; EDUCATIONAL FACILITIES; LEADERSHIP TRAINING; PROGRAM EVALUATION
NEW YORK

The seminar's major purpose was to prepare 17 participants to provide leadership in facility planning for vocational programs in New York State. It was held in the summer of 1966 and focused on an indivudal planning problem of each participant. Some of the seminar topics were (1) criteria for plan evaluation, (2) the relation of an educational program to instructional, auxiliary, and ancillary space, (3) New York school shop standards, (4) procedures for securing funds, and (5) the theory of educational specifications. Each participant developed educational specifications for his problem. An evaluation questionnaire was completed 1 year later by 14 of the participants. Results indicated (1) 10 were involved in local program evaluation, (2) two reported no involvement in building programs, (3) 11 were involved in remodeling, (4) nine had involved advisory committees in their work, (5) nine had developed educational specifications and these had been used by architects, (6) seven reported personal involvement in the drawing of plans, and (7) nine indicated local job opportunities and student interest as the most important factors in determining program priorities. The questionnaire is included. (EM)

VT 005 620 ED 020 430
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

New York State Education Dept., Albany
EDRS PRICE MF-$0.25 HC-$1.32
Pub Date - 66 31p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES; PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION; AGENCY ROLE; SCHOOL ROLE; INTERAGENCY COOPERATION; HOSPITALS; COMMUNITY COLLEGES; JUNIOR COLLEGES; ASSOCIATE DEGREES; RECORDS (FORMS); *GUIDELINES; *HEALTH FACILITIES; *COOPERATIVE PROGRAMS; EVALUATION CRITERIA; SELECTION

Developed as an aid to college personnel in selecting clinical facilities, the guide also serves to assist officials of cooperating agencies to understand the type and quality of facilities needed. Basic considerations include the philosophy of the educational program and the attitudes of the personnel of the potential cooperating agency to the educational program, patients, and agency nursing staff. Physical facilities are discussed in terms of patient care areas, equipment and supplies, instructional areas, library facilities, accessibility, dining room facilities, and the maintenance and availability of records. Nursing care is discussed in relation to staffing patterns and quality of care and overall agency administration in relation to the importance of administrative understanding, hospital and medical organization, and supplementary and related services. A discussion of formal contractual agreements includes a listing of topics which should be considered in surveying an agency and a checklist for use in surveying. Appendixes include a sample contractual agreement and a list of 17 types of organizations and agencies that may provide educational experiences. (JK)

INDIVIDUALS
WITH SPECIAL NEEDS
SECTION

VT 000 653
Roman, John
Disadvantaged Youth Program in Business Education, Clerical Services.

Cincinnati Public Schools, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 30Jun65 23p.

*DISADVANTAGED YOUTH; *BUSINESS EDUCATION; *CLERICAL OCCUPATIONS; *CURRICULUM GUIDES; *PROGRAM GUIDES; HIGH SCHOOLS

This sequence of courses was designed to provide prevocational business education for students ranking in the lower one-third in general scholastic ability. The content of the program is geared to the slow learner who may have reading and listening difficulty. Remedial courses in English, social studies, home economics, mathematics, and science can be combined with basic business courses, typewriting, record keeping, and terminal clerical courses. Clerical Services I, grade 10, is designed to furnish pupils with the elementary understandings, appreciations, and simple skills essential for economic citizenship. It includes basic business, handwriting and spelling, arithmetic review, simple record keeping, filing, typewriting, elementary duplicating techniques, and manually operated adding and calculating machine procedures. Clerical Services II, grade 11, includes personal record-keeping problems as well as simple business record-keeping applications. Clerical Services III, grade 12, is a terminal vocational course and is intended to provide achievement at the acquaintanceship and work-skill level. Objectives, course content, instructional materials, and teacher readings are listed for each grade level. Included are a discussion of general characteristics of disadvantaged youth, school and community cooperation, jobs on which these students are ordinarily employed, and special characteristics of the Clerical Services Program. (PS)

VT 000 668
Occupational Work Experience Program.

Penta-County Vocational School and Technical College, Perrysburg, Ohio
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct65 13p.

*PROGRAM PLANNING; *LOW ABILITY STUDENTS; HIGH SCHOOLS; *WORK EXPERIENCE PROGRAMS

The purpose of this occupational work-experience program, planned on either a 1- or 2-year basis, is to assist the identifiable limited ability student (I.Q. 75 to 89) to find a place in employment at the unskilled or operator level. Examples of approved occupations from 122 listed are airlines porter, assembly line worker, bell boy, and baker's helper. Additional information includes advantages for the student and school, suggestions for acquainting the school faculty with the program, school-employer relations, advantages for employers, selection of the occupational teacher, qualifications of the teacher, student placement, minimum program standards, and facilities to be furnished by the school. An occupational work experience agreement form is included. (PS)

VT 001 247 ED 017 647
Stavros, Denny; Kobernick, Allan
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.

EDRS PRICE MF-$0.50 HC-$3.44
Pub Date - Mar66 84p.

*EMPLOYMENT PROGRAMS; *NEGRO EMPLOYMENT; *PROGRAM EVALUATION; YOUTH EMPLOYMENT; JOB ANALYSIS; VOCATIONAL EDUCATION; *VOCATIONAL FOLLOWUP; INTERVIEWS; *DISADVANTAGED YOUTH; URBAN AREAS; PROGRAM ATTITUDES; EMPLOYMENT PROBLEMS; PERSONNEL EVALUATION; UNEMPLOYMENT; SEX (CHARACTERISITICS) EMPLOYMENT EXPERIENCE; DEMONSTRATION PROGRAMS
MICHIGAN; *MAYOR'S YOUTH EMPLOYMENT PROJECT; DETROIT

The sample was composed of 22 Negro males and 28 Negro females employed at the time of interview, and 17 Negro females, recently employed but unemployed when interviewed. A personal interview was conducted with the trainees selected, and a mail-out interview was used in collecting data from employers. The differences in the occupational distribution of the subjects were compared with 1960 census figures for the total populations and total nonwhite population in the Detroit Metropolitan Area. Also studied were the aspects of the jobs, job characterization, employee satisfaction, job expectations for age 25, employer evaluations, desirable and undesirable job characteristics, projected job continuity, job seeking of unemployed females, and evaluations by subjects of the Mayor's Youth Employment Project. Some of the findings were: (1) The jobs held by the females were most often in the area in which they were presumably trained, (2) The jobs held by the males were more often not in the area in which they were presumably trained, (3) Over half of the females were trained as clerks and close to half of the males were trained as service workers, and (4) Three out of five females and four out of five males identifiied the project as a source of assistance in obtaining their jobs. Criticisms and suggestions for improving the program are given. (PS)

VT 001 863 ED 017 655
Bohleber, Michael E.
Disabilities in Oklahoma--Estimates and Projections, Report of the Oklahoma Survey of Disabilities.

Oklahoma State Univ., Stillwater. Research Foundation
EDRS PRICE MF-$0.50 HC-$3.64
Pub Date - 66 89p.

*MENTALLY HANDICAPPED; *PHYSICALLY HANDICAPPED; *STATE SURVEYS; *INTERVIEWS; ATTITUDES; *STATISTICAL DATA; QUESTIONNAIRES; RURAL URBAN DIFFERENCES; INDIVIDUAL CHARACTERISTICS; VOCATIONAL REHABILITATION; AGE; SEX (CHARACTERISTICS); RACIAL CHARACTERISTICS; POPULATION TRENDS
OKLAHOMA

The purpose of the study was to provide reasonably accurate estimates of the number and types of disabled persons and their needs as a basis for both present and future planning. Personal interviews were conducted with adult respondents in 3,000 households in Oklahoma, a random sample stratified on the rural-urban dimension. Data from 2,058 interviews are presented for the following disabilities: (1) visual defects, (2) hearing defects, (3) functional impairments, (4) absence of limb, or amputations, (5) mental or personality disorders, and (6) other conditions such as cancer, allergy, epilepsy, heart and circulatory conditions, ulcers, and speech impairments. Tabular data include: (1) Estimates of Numbers of Persons in Oklahoma Having Disabilities, 1967, By Type of Disability, Residence, Sex, Race, and Age, (2) Projections of numbers of persons having disabilities, 1970 and 1975, by type of disability, residence, sex, race, and age, (3) characteristics of persons having disabilities, (4) estimates of numbers of persons who have spent time in mental hospitals or correctional institutions, (5) attitudes of respondents toward mental hospitals, and

(6) attitudes of respondents toward former inmates of mental hospitals and prisons. From the sample, it was estimated that 17.1 percent of the population had some physical or mental disability. (PS)

VT 002 195
Loudermilk, Kenneth M.
A Study of Vocational Training for Mentally and Physically Handicapped.

Idaho Occupational Research Coordinating Unit, Moscow
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-118 08
BR-5-0102

Pub Date - Dec66 20p.

*MENTALLY HANDICAPPED; *PHYSICALLY HANDICAPPED; VOCATIONAL EDUCATION; EMPLOYMENT OPPORTUNITIES; *VOCATIONAL REHABILITATION; SPECIAL EDUCATION; HANDICAPPED CHILDREN; PROGRAM DESCRIPTIONS; STATE AGENCIES; SOCIAL AGENCIES; COMMUNITY AGENCIES (PUBLIC)
IDAHO

Services offered by the following training facilities in Idaho are described and numerical data are given concerning the individuals assisted: Elks Rehabilitation Center, Department of Public Assistance, Lesic Inc., Lincoln School, Idaho Society for Crippled Children and Adults Inc., Department of Employment, Idaho State Board for Vocational Education, Vocational Rehabilitation Service, Idaho State School and Hospital, Veterans Administration Hospital, Idaho Department of Health, Job Placement for Retarded Workers. Since only a small proportion of the handicapped were being aided, the following recommendations of the Idaho Council on Mental Retardation were endorsed as applicable to all handicapped persons: (1) The Idaho Board for Vocational Education should promote and seek legislative support for especially designed vocational educational programs as well as continue to encourage training in regular vocational training, (2) The state vocational rehabilitation program, now conducted by the Idaho Vocational Service, should include the mentally retarded, (3) The Idaho Board of Health should be vested by the Legislature with the responsibility for vocational rehabilitation, (4) The Vocational Rehabilitation Agency should assist local groups to establish sheltered employment and training opportunities, and (5) The Idaho Department of Employment should provide fuller employment services to the retarded and train counselors to understand the mentally retarded. Additional recommendations were to provide for early identification of the handicapped through the schools, additional work-experience programs to bridge the gap between school and the job, and additional sheltered workshops. A listing of examples of types of jobs which mentally handicapped persons may be employed is included. (JK)

VT 002 503
Grigg, Shirlene R.
Pennies Grow on Plans, A Pre-Occupational Education Unit for Educable Mentally Handicapped Girls in Junior High School.

South Carolina Vocational Education Research Coordinating Unit, Clemson
South Carolina State Department of Education, Columbia. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Carnegie Library, Winthrop College, Rock Hill, South Carolina.
Pub Date - Oct67 71p.

*EDUCABLE MENTALLY HANDICAPPED; *UNITS OF STUDY (SUBJECT FIELDS); *PREVOCATIONAL EDUCATION; *HOME ECONOMICS EDUCATION; JUNIOR HIGH SCHOOLS; INSTRUCTIONAL MATERIALS; *TEACHING GUIDES

This unit is for teacher use in providing preoccupational learning experiences for educable mentally handicapped girls in junior high school. It was developed as part of an action research project for the Master of Science degree on the basis of the author's experience with her own class, and the completed unit was taught to a home economics class of handicapped by a teacher experienced in teaching educable handicapped girls. Lesson plans are presented to achieve each of the objectives: (1) to identify ways of earning money, (2) to determine personal qualifications needed to secure various jobs, (3) to gain an understanding of work habits designed by employers, (4) to develop work skills of home laundry and housecleaning, (5) to determine methods of securing a job, and (6) to make a personal budget. Each lesson plan includes generalizations, before-class preparation, an interest approach, teaching methods, the main teaching point, an assignment, a summary, a suggestion for evaluation, and a teacher's reaction and evaluation of the lesson. The teacher evaluating the unit felt that the material was meaningfully organized and well prepared but that the words used needed to be simplified, the unit seemed too long, and the programed booklets on laundry and housekeeping and the dramatization on employee characteristics were especially successful. Scores on an objective-type achievement test showed normal distribution, and mother evaluations of home performance tasks judged them to be successful. Supplementary teaching materials include checklists, tests, a skit, programed lessons on laundry and housekeeping, an expense record, a budget form, and a letter to mothers. Selected annotated references are listed. The these, "The Development of a Home Economics Unit for Junior High School Educable Mentally Handicapped Girls in Charlotte, North Carolina" was submitted to Winthrop College, Rock Hill, South Carolina. (FP)

VT 002 551
Phipps, Lloyd J.; Fuller, Gerald R.
Project REDY, Rural Education-Disadvantaged Youth (A Research Prospectus).

Illinois Univ., Urbana
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-041 08
BR-5-0125

Pub Date - 10p.

*VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; *RURAL YOUTH; *RESEARCH PROJECTS; *EDUCATIONAL PROGRAMS
*PROJECT REDY

The rationale and the proposed procedural steps in conducting project REDY, the informal title of a project, "Development of Human Resources of Youth Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas" are presented. The purpose of the project is to generate an effective vocationally-oriented educational program for disadvantaged youth so that they might become successfully employed outside their community or improve the economic and social situation in their own depressed rural community. The project proposes to focus on families to create readiness and motivate participation in vocational education programs. The major objectives are to (1) study a selected rural area to identify anthropological, economic, psychological, and sociological conditions and trends, (2) develop a model program, and (3) evaluate the model program. The study is to be conducted in four phases: (1) community study, (2) sample population study, (3) developmental in which the model program is to be tried, analyzed, and evaluated, and (4) experimental in which the model is to be applied in five communities. (JM)

VT 002 648
Occupational Exploration Program Manual of Operations.

Champaign Community Unit 4 School District, Illinois
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 21p.

*PREVOCATIONAL EDUCATION; *WORK EXPERIENCE PROGRAMS; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; PROGRAM ADMINISTRATION; *POTENTIAL DROPOUTS; OCCUPATIONAL GUIDANCE; *PROGRAM GUIDES

The occupational exploratory program of special curriculum and services was designed for high school students who, because of social problems, are unable to make constructive use of their school experience and require the provisions of special services designed to promote their educational growth and development. Social problems is interpreted to mean poor social adjustment associated with factors such as cultural deprivation, educational retardation, population mobility, socioeconomic considerations, and inadequate school opportunities. Pupil elegibility is based on observed social maladjustment, academic retardation, and results of a case conference of professional personnel. The maximum class size is 20 pupils, all aspects of each pupil's program must have 10 semester hours of specialized training in courses such as educational and psychological diagnosis, remedial methods, mental health, abnormal psychology, and advanced sociology. The curriculum is vocationally oriented, functional, and tailored to the individual to the extent possible. Course offerings include English, mathematics, social studies, vocations, and electives. The pupil is involved in a work experience program designed to promote his vocational growth and development by his sequential progression through a work experience laboratory, an inschool cooperative work program, a cooperative work-study program, and a progressive work experience program. The pupil is under direct supervision of a prevocational adjustment counselor and has available to him the services of the Division of Vocational Rehabilitation, social agencies, and school psychologists. The appendixes contain copies of the various record forms needed in operating and administering the program. (BS)

VT 003 599
Gallington, Ralph O.
Experimental and Demonstration Project Vocational Education, An Interim Report.

Illinois State Board of Vocational and Educational Rehabilitation, Springfield
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 36p.

*COOPERATIVE EDUCATION; *OCCUPATIONAL INFORMATION; *OCCUPATIONAL GUIDANCE; *HIGH SCHOOL STUDENTS; DROPOUT IDENTIFICATION; DROPOUT RESEARCH; EXPERIMENTAL PROGRAMS; REMEDIAL PROGRAMS; POTENTIAL DROPOUTS; CONTROL GROUPS; EXPERIMENTAL GROUPS; VOCATIONAL EDUCATION; *DROPOUT PREVENTION
ALEXANDER COUNTY; ILLINOIS

In the 3-year project, remedial programs were proposed to retard dropout rates in two high schools in Alexander County, Illinois. The problem was to determine whether a special vocational counseling and occupational information class for freshmen and sophomores at one high school and a cooperative vocational education class for junior and seniors at both high schools would affect dropout rates. Parallel experimental and control groups, each consisting of 27 or 29 students, predominantly potential dropouts, were selected upon the basis of dropout identification instrument scores. Pearson product-moment correlation and sign test statistics were used to test respective objective and subjective scores of both paired groups. No significant difference was found between experimental and control group scores in either experiment. This interim report presenting results on 1 year's study indicates a slightly better performance by both experimental groups. The final report will provide data on the longitudinal performance of the groups in both experiments. Related project reports are available as VT 003 600, VT 004 743, and ED 010 018. (JM)

VT 003 600
Gallington, Ralph O.
Experimental and Demonstration Project Vocational Education. Second Interim Report.

Illinois State Board of Vocational Education, Springfield. Div. of Vocational and Technical Education
Southern Illinois Univ., Carbondale. School of Technology
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar67 46p.

EXPERIMENTAL PROGRAMS; *HIGH SCHOOL STUDENTS; POTENTIAL DROPOUTS; *COOPERATIVE EDUCATION; *OCCUPATIONAL INFORMATION; *OCCUPATIONAL GUIDANCE; STUDENT ATTITUDES; PROGRAM ATTITUDES; PARTICIPANT SATISFACTION; PROGRAM EVALUATION; REMEDIAL PROGRAMS; EXPERIMENTAL GROUPS; CONTROL GROUPS; VOCATIONAL EDUCATION; *DROPOUT PREVENTION
ILLINOIS

This report, the second in a series concening a 3-year experimental and demonstration project in vocational education, evaluates the progress made during the second year of the project. The first report (VT 003 599) included methods of group selection and an indication of what the following reports could contain. The project consists of two remedial programs in two high schools. The first provides vocational counseling, occupational information, and guidance for freshmen and sophomores and the second is a cooperative vocational education program designed for juniors and seniors. All of the six class groups were tested and classified as either potential dropouts or potential graduates. Some of the findings to date indicate: (1) The 1965-66 experimental class in special vocational counseling and occupational information did improve retention as compared with the control class, (2) The 1965-66 experimental class in cooperative vocational education contributed to the retention of potential dropouts when compared with the control class, (3) Subjective instructor's ratings of students indicate little change in personality, generally improved attitudes, some academic improvement among occupational information class students and none among cooperative vocational education students, (4) Most participating students felt that the courses were valuable, that they met individual needs, and that success was challenging and attainable as a result of the instructor's efforts. (MM)

VT 003 698
Dennis, Lawrence E.
Education and a Woman's Life, Proceedings of the Itasca Conference on the Continuing Education of Women (Itasca State Park, Minnesota).

American Council on Education, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.50).
Pub Date - 63 165p.; Proceedings from the Itasca Conference on the Continuing Education of Women (Itasca State Park, Minnesota).

*WORKING WOMEN; *WOMENS EDUCATION; *ADULT EDUCATION; CONFERENCES; COLLEGES; FEMALES; EMPLOYMENT OPPORTUNITIES; SOCIOECONOMIC INFLUENCES
*ITASCA CONFERENCE ON THE CONTINUING EDUCATION OF WOMEN

Eighty-five representatives of educational institutions, governmental and other agencies, and industry attended the conference on women's educational needs and opportunities. Major presentations were (1) "A Woman Is a Woman," by O.M. Wilson, (2) "Education and a Woman's Life," by K.J. Monsour, (3) "The Mileau of the Educated Woman" by C.E. Rothwell, (4) "Needs and Opportunities in our Society for the Educated Woman" by Esther Peterson, and (5) "The College and Continuing Education of Women" by G.W. Blackwell. In a panel discussion, "Pilot Projects for Continuing Education of Women," projects at the University of Minnesota, University of Kansas City, Rutgers University, Sarah Lawrence College, Radcliffe Institute for Independent Study, American Association of University Women Educational Foundation, and Brooklyn College were described. "The Facts, the Hopes, and the Possibilities" by Margaret Cullin Banning summed up the conference. Summaries of eight discussion groups, resolutions of the conference, and a list of participants were included. (FP)

VT 004 191   ED 020 323
McKee, John M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report, May 1-July 1, 1967.

Draper Correctional Center, Elmore, Alabama. Rehabilitation Research Foundation
EDRS PRICE MF-$0.50 HC-$4.96
Pub Date - 67 122p.

PRISONERS; CORRECTIVE INSTITUTIONS; CASE RECORDS; REHABILITATION PROGRAMS; JOB PLACEMENT; *CORRECTIONAL EDUCATION; *PROGRAM DESCRIPTIONS; *VOCATIONAL EDUCATION; *EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROJECTS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Progress in the areas of employment, public relations, the correctional system, cooperating agencies, and recidivism are illustrated by four case studies of parolee graduates from the Center's educational program. Of the 980 inmates who applied for training during 33 months of project operation, 271 completed training, and 74 were presently enrolled. All of the 208 paroled graduates were placed, 170 in training related jobs. Thirty-six graduates were returned to prison for parole violation and 16 for new offenses. The rate of graduate return to prison was 25 percent compared to 65 percent for Draper inmates who had not participated in a treatment program. Major reasons given for lack of parolee success were "lack of money," "lack of ability to handle money," "poor work habits," and "poor personal-social conduct." Staff inservice training utilizing the "management by objectives" concept was conducted, the recidivist phase of the followup study was completed, the staff participated in conferences on manpower, an intensive counseling experiment involving two students was conducted, and 40 students successfully completed the prevocational basic education classes. The appendixes included (1) excerpts from "A Follow-Up Study of Draper Graduates," (2) "Dramatic Applications of Educational Technology in Corrections" by John McKee, (3) a summary of socioeconomic data on current trainees, and (4) public relations materials. (EM)

VT 004 743
Gallington, Ralph O.
Success Factors in Retaining Potential Dropouts, A Research Report; Experimental and Demonstration Project Extending from June 1964 to December 31, 1967.

Southern Illinois Univ., Carbondale
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan68 73p.

EXPERIMENTAL PROGRAMS; *OCCUPATIONAL GUIDANCE; *COOPERATIVE EDUCATION; *OCCUPATIONAL INFORMATION; *HIGH SCHOOL STUDENTS; CONTROL GROUPS; VOCATIONAL EDUCATION; *DROPOUT PREVENTION; EXPERIMENTAL GROUPS; DROPOUT IDENTIFICATION; REMEDIAL PROGRAMS; POTENTIAL DROPOUTS
ALEXANDER COUNTY; ILLINOIS

This study was to ascertain whether two remedial programs would have any effect on the retention of high school students. Potential dropouts and potential graduates in two high schools in Alexander County, Illinois, were identified by objective and subjective measures, and experimental and control groups were established in grades 9,10, 11, and 12 with potential dropouts and graduates in all eight groups. In grades 9 and 10 the program consisted of occupational information and vocational counseling for Tamms High School students and in grades 11 and 12 it consisted of cooperative vocational education for both Tamms and Thebes High School students. The programs were studied for three years with the students passing from one grade to another but maintaining membership in the original experimental or control group. The results indicated that both programs prevented significant numbers of potential dropouts from leaving school. (EM)

VT 004 998
State Committee on Seasonal Agricultural Labor, Their Organization and Programs. Bulletin 274.

Bureau of Labor Standards, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 77p.

AGRICULTURAL LABORERS; *MIGRANT WORKERS; *STATE PROGRAMS; *FEDERAL LAWS; COMMUNITY ACTION; *DIRECTORIES; *COMMITTEES; DISADVANTAGED GROUPS; FEDERAL AID

Information about state committees concerned with migratory labor is given in this revised bulletin. Committees in 28 states assist community groups in translating federal legislation into local action programs through studying the different aspects of the migrant problem, coordinating existing programs to alleviate the problems, and making recommendations to the governors and agencies for improving programs and services. Recent federal legislation affecting agricultural workers is The Manpower Development and Training Act of 1962, The Migrant Health Act of 1962, The Economics Opportunity Act of 1964, The Farm Labor Contractor Registration Act of 1964, and The Housing Act of 1964. A list of federal agencies which have responsibility for administering laws and programs is included. For each of 34 committees in the 28 states, information is provided on the (1) type of membership, (2) establishment date and method, (3) purpose, (4) activities, (5) meeting schedule, (6) financing, (7) staff, (8) future plans, and (9) member names and representation. (JM)

VT 005 023
Prouty, Robert H.
State Plan for Workshops and Rehabilitation Facilties.

Missouri State Dept. of Education, Jefferson City. Vocational Rehabilitation Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 128p.

*STATE STANDARDS; *REHABILITATION PROGRAMS; *SHELTERED WORKSHOPS; *VOCATIONAL TRAINING CENTERS; SPECIAL SERVICES; HANDICAPPED; STATE AGENCIES; *FACILITY GUIDELINES; FACILITY INVENTORY; DEMOGRAPHY; INTERAGENCY COORDINATION
MISSOURI

The initial Missouri State Workshops and Rehabilitation Facilities Plan includes (1) an inventory of existing workshops and rehabilitation facilities within the State and a description of services provided therein, (2) an evaluation of utilization patterns of existing workshops and facilities and their utilization potential, (3) a determination of needs for new workshops and facilities throughout the State, (4) a description of continuing activities of the state agency in the area of workshops and rehabilitaton facilities, and (5) a description of continuing coordination of planning. The State is divided into 20 planning areas for the purpose of developing the State Plan for workshops and rehabilitation facilities. In general most of the rehabilitation facilities and workshops are operating near capacity, and an analysis of the percentage of total client load receiving workshop and rehabilitation facility services indicates a need for more facilites located in certain geographic areas. The major population and rehabilitation facility and workshop services are in Kansas City and St. Louis metropolitan areas. The aggregate amount of services in these areas is inadequate for meeting the needs of the severely disabled, mentally ill, and mentally retarded. Metropolitan areas lack sufficient services and rural areas lack essential services. Maps showing client data are included. Appendixes provide an inventory of activities, a utilization schedule, and demographic data on planning areas. (HC)

VT 005 051
Higman, Howard; Hunter, Robert
The Colorado Story, Volume II; An Evaluation Report on the University of Colorado Employment Security Institute on the Management and Operation of Youth Opportunity Centers, Februrary 5-25, 1966. Research Report Number 103166.

Colorado Univ., Boulder. Bureau of Sociological Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 117p.

YOUTH PROGRAMS; *DISADVANTAGED YOUTH; EMPLOYMENT PROBLEMS; *PROGRAM EVALUATION; *COUNSELOR TRAINING; *YOUTH AGENCIES; ECONOMIC DISADVANTAGEMENT; PROFESSIONAL TRAINING; LEGAL PROBLEMS; ECONOMIC FACTORS; INSERVICE PROGRAMS; EMPLOYMENT SERVICES; CHANGING ATTITUDES; POVERTY PROGRAMS; *INSTITUTES (TRAINING PROGRAMS); SPEECHES; QUESTIONNAIRES; PROGRAM DESCRIPTIONS
*YOUTH OPPORTUNITY CENTERS

This addendum to the first part of "The Colorado Story" (VT 005 052) describes the second Institute conducted by the University of Colorado for training Youth Opportunity Center personnel. Details of the development and conduct of the program of both institutes are presented in VT 005 052 and some of the modifications and changes resulting from the first experience in Volume II. Program changes included (1) addition of information about the courts and law enforcement, (2) inclusion of businessmen and representatives of the public educational system, (3) provision for contact with welfare officials and opportunity to observe the home environment of youth, and (4) the inclusion of more senior Employment Service personnel in the training program. The lecture, demonstration, and field experience approach was continued. The lectures were: (1) "Economics of War of Poverty" by R.A. Zubrow, (2) "The Establishment" by H.H. Higman, (3) "Cultural Pluralism and the Southwest" by C.S. Knowlton, (4) "The Judge and the Poor" by Ted Rubin, and (5) "The Law and the Poor" by Jim Carrigan. Texts of the lectures and the results of a series of program evaluation questionnaires completed by participants are included. (ET)

VT 005 052
Higman, Howard, And Others
The Colorado Story; An Evaluation Report on the University of Colorado Employment Security Institute on the Management and Operation of Youth Opportunity Programs, October 5-23, 1964. Research Report Number 251965.

Colorado Univ., Boulder. Bureau of Sociological Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 176p.

*DISADVANTAGED YOUTH; EMPLOYMENT PROBLEMS; PROGRAM DEVELOPMENT; YOUTH EMPLOYMENT; *YOUTH AGENCIES; YOUTH PROGRAMS; UNEMPLOYED; EMPLOYMENT SERVICES; PROFESSIONAL TRAINING; PROGRAM EVALUATION; COLLEGE ROLE; *COUNSELOR TRAINING; COUNSELORS; FEDERAL PROGRAMS; *PROGRAM DESCRIPTIONS; ECONOMIC DISADVANTAGEMENT; ECONOMIC FACTORS; *INSTITUTES (TRAINING PROGRAMS); QUESTIONNAIRES; POVERTY PROGRAMS; CHANGING ATTITUDES; INSERVICE PROGRAMS
*YOUTH OPPORTUNITY CENTERS

The Colorado Department of Employment requested that the Extension Division of the University of Colorado propose and conduct a special training program for employees of Youth Opportunity Centers in Montana, New Mexico, Wyoming, and Colorado. The resulting proposal, funded by the United States Department of Labor and included in this report, outlines an experimental 3-week intensive training course which included such non-traditional approaches to education as (1) placing the educational setting in a poverty area, (2) requiring participants to involve themselves completely in the setting, (3) encouraging participants to seek part-time employment in the area, and (4) involving indigent personnel along with professional educators in the process of teaching the participants. The program itself had as a major objective to help Youth Opportunity Center counselors to acquire an awareness of the nature of the problems facing youth. The entire content of the Institute is outlined, parts of the proceedings are presented, and evaluations of its impact on counselors are included. A report of the second Institute, held in 1966, is VT 005 051. (ET)

VT 005 131 ED 018 663
Huffman, Harry
Boost--Business and Office Education Student Training. Preliminary Report. Research No. 14.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-$1.25 HC-$10.88
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212 ($3.00).
Pub Date - 67 270p.

*OFFICE OCCUPATIONS EDUCATION; BUSINESS EDUCATION; *DISADVANTAGED YOUTH; URBAN YOUTH; OFFICE OCCUPATIONS; TEACHER WORKSHOPS; SPEECHES; *TEACHING GUIDES; COMMUNITY INVOLVEMENT; *STUDENT ATTITUDES
EMPLOYEE ATTITUDES; WORK ATTITUDES; BIBLIOGRAPHIES; UNITS OF STUDY (SUBJECT FIELDS); PERCEPTION

The purpose of the 3-year project, begun in October 1966, is to design an educational program to modify the perceptions of urban disadvantaged youth toward office work so they can make a successful transition from school to office employment, and to develop instructional materials for preparing office education teachers of disadvantaged youth. The perceptions of office work held by disadvantaged students in urban areas, urban area students not classified as disadvantaged, and office workers who graduated from urban high schools and who had less than 3 years' experience were identified by use of a perception scale developed for the project. The gaps between the perceptions among these groups were analyzed. A 5-week summer workshop was held at Hunter College to develop methods and materials for modifying perceptions of the disadvantaged youth. It included lectures and films, readings, group discussions, and laboratory experiences with disadvanged students. The 27 participants developed the units "Understanding Yourself," "Knowing About the Business Community," and "Entering the Business Community" to supplement existing programs. Fourteen resource persons presented speeches related to business education and the disadvantaged. The materials and methods developed will be field tested on three student groups. Three workshops to develop institutes will be held in 1969 to provide teachers and teacher educators with the new methods and materials. The instructional units, the workshop speeches, and an extensive bibliography are included. (PS)

VT 005 414 ED 019 498
Jeffery, C. Ray
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education. Final Report.

Washington School of Psychiatry, Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.84 OEC-6-85-355 08
BR-5-0145

Pub Date - Jun67 194p.

*DISADVANTAGED YOUTH; DROPOUT REHABILITATION; DELINQUENT BEHAVIOR; *REMEDIAL INSTRUCTION; VOCATIONAL EDUCATION; REWARDS; *OPERANT CONDITIONING; YOUTH OPPORTUNITIES; COMMUNITY ATTITUDES; DELINQUENTS; PROGRAMED INSTRUCTION; PROGRAM DESCRIPTIONS; NEGRO YOUTH; FAMILY RELATIONSHIP; WORK STUDY PROGRAMS; RECREATION; SLOW LEARNERS; ACADEMIC EDUCATION; INSTRUCTIONAL STAFF; COMMUNITY AGENCIES (PUBLIC); *URBAN DROPOUTS; DELINQUENT REHABILITATION
WASHINGTON; DISTRICT OF COLUMBIA

The social and educational rehabilitation of high school dropouts with delinquent records was attempted by reinforcing behavior associated with academic remediation, work preparation, and social conduct. Of the 163 Negro youths who participated at some time during the program, only 42 were actively participating when the program terminated, and the range of participation for this latter group was from 16 weeks to 130 weeks. Subjects were enticed to the project by offers of food and refreshment and, once there, were offered a system of rewards, including money, for completing educational and occupational tasks. Weekly earnings ranged up to $40 for successful participation in remedial programed instruction activities. Academic progress was achieved in mathematics, English, social studies, science, and reading and 13 of 22 participants who took the General Educational Development Test passed, thus being certified as high school graduates. Work crews of eight to 10 participants were supervised in refurbishing slum housing as general work preparation. A recreation program for students was a total failure. There was little success in efforts toward employment or job training, and there was no evidence that the antisocial or delinquent behavior of the group was diminished to any significant extent. The participants were primarily interested in "beating the system." It was concluded that delinquency, under-education, and unemployment are related to each other and to other variables in such a way that a change in one variable will not necessarily produce a change in others. (EM)

VT 005 420 ED 017 744
DeMond, Albert L., And Others
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States. Discussion Copy.

Office of Education, Washington, D.C. Program Planning and Development Branch
EDRS PRICE MF-$1.00 HC-$8.88
Pub Date - 6Feb68 220p.

*VOCATIONAL EDUCATION; *HANDICAPPED STUDENTS; MENTALLY HANDICAPPED; SPECIAL PROGRAMS; SPECIAL EDUCATION; ACADEMICALLY HANDICAPPED; *STATE PROGRAMS; PROGRAM DEVELOPMENT; ANNUAL REPORTS; *PROGRAM DESCRIPTIONS; PROGRAM ADMINISTRATION; FEDERAL PROGRAMS; MINORITY GROUPS; EXPENDITURES; *DISADVANTAGED GROUPS; TECHNICAL EDUCATION; EDUCATIONAL RESEARCH; SOCIALLY DISADVANTAGED; ECONOMICALLY DISADVANTAGED; CULTURALLY DISADVANTAGED; PHYSICALLY HANDICAPPED

Programs developed since the passage of the Vocational Education Act of 1963 are reported for each state, Guam, Puerto Rico and the Virgin Islands. Each report includes introductory information and the occupational areas in which training is being offered. A large number of successful programs are getting substantial results in reducing school dropouts, increasing school achievement and attendance, rehabilitating school-leavers and unemployed youth and adults, regenerating school "sit-ins" with new motivation, and successfully placing persons in entry-level jobs. The national average of vocational education funds spent for programs for persons with special needs is 3.7 percent. Examples of developments are: (1) Of 951,000 enrollees in vocational education in California 32,048 were served in special needs programs, (2) In Colorado, a system of special programs for inmates of correctional institutions has been initiated, (3) Two regional centers for the educable mentally retarded have been established in Connecticut, (4) Minnesota is operating a rehabilitation center for culturally and educationally deprived youth and adults, and (5) Oregon is serving 5,000 dropouts and near-dropouts in a personalized employment program. Summaries of results of 22 projects dealing with the handicapped are included. The appendixes list (1) the estimated total expenses for vocational education for the fiscal year 1968, (2) projected program activities for new teachers, 1968, (3) major points in developing programs for persons with special needs, and (5) a directory of state officials responsible for the special needs programs. (WB)

VT 005 653 ED 019 518
Greenfield, Richard
An Experimental and Demonstration Manpower Program for Disadvantaged Youths. Final Report.

New York City Board of Education, N.Y. Job Counseling Center
EDRS PRICE MF-$0.75 HC-$5.80
Pub Date - 66 143p.

EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; URBAN SCHOOLS; STAFF UTILIZATION; VOCATIONAL COUNSELING; *COUNSELING PROGRAMS; REMEDIAL READING; *UNEMPLOYED; *VOCATIONAL EDUCATION; INTERAGENCY COOPERATION; JOB PLACEMENT; PROGRAM EVALUATION; RECRUITMENT; REMEDIAL INSTRUCTION
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The Job Counseling Center initiated an experimental and demonstration program to test the thesis that an urban school could provide a manpower training program to out-of-school, unemployed, and disadvantaged youth.

Licensed school personnel were used in four centers in areas having high unemployment rates and a concentration of Negro and Puerto Rican families to provide counseling, remedial education, short-term vocational training, and job placement services. The Center served disadvantaged youth, 16 to 21 years old. The highest source of recruitment was referral by other clients which accounted for 37 percent of the case load. The counseling program concentrated on quick job placement for clients who did both prevocational and post-placement counseling, used both licensed school counselors and social workers, and provided orientation sessions and staff meetings for inservice training. Remedial reading instruction was offered on a voluntary basis, used tutors when available, did speech remediation, and most clients who stayed with the program 6 months or more showed gains. Skills training, offered in "try-out shops" in typing and office machines, proved motivational but did not provide salable skills except in a few cases. Industrial shops were discontinued, and clients were referred to other institutions for such training. The program cooperated with other agencies such as the public schools, the employment service, Manpower Development and Training Agencies, community agencies, and other special educational programs with some success in obtaining services, training, and job placement for some clients. There were 5,986 employment referrals and 3,493 client placements during the program. The program demonstrated that a school system can provide professional personnel who are qualified to run a program for out-of-school and disadvantaged youth. As technical resources to the community, the Centers earned respect and recognition. Extensive discussion of each facet of the program, general evaluative statements, and a summary and recommendations are included. (EM)

VT 005 714 ED 020 433
McKee, John M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Foundation
EDRS PRICE MF-$0.50 HC-$2.48
Pub Date - Jun67 60p.

*CORRECTIONAL EDUCATION; INFORMATION DISSEMINATION; REHABILITATION PROGRAMS; *EXPERIMENTAL PROGRAMS; *PUBLIC RELATIONS; *PROGRAM DESCRIPTIONS; *DEMONSTRATION PROJECTS; INSTRUCTIONAL TECHNOLOGY; VOCATIONAL EDUCATION; ACADEMIC EDUCATION; PROGRAMED MATERIALS; MATERIAL DEVELOPMENT; TEACHER ROLE
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The prime objective of the dissemination phase of this experimental and demonstration project was to create and maintain good public relations to facilitate efforts to place graduates in jobs and to solicit community volunteers whose areas of expertise could implement health, safety, and enrichment programs for the target population. Activities during June included preparing and editing materials for eight dissemination conferences, answering 26 requests for 636 pieces of printed materials, making 15 contacts with news media, distributing two press releases and three press kits, delivering six speeches, and preparing five audiovisual presentations, a slide presentation, and a sound tape to accompany the slide presentation. The appendix includes: (1) "Dramatic Applications of Educational Technology in Corrections" by John M. McKee, (2) "Development, Evaluation, and Use of Programed Materials as Developed in the Draper Experimental and Demonstration Project," and (3) "The Roles of the Teacher for the Effective Use of Programed Instruction in a Correctional Setting" by Donna M. Seay. A fact sheet and a schedule for a project visitor are included. Other dissemination reports are VT 004 372, VT 005 715, and VT 005 716. (EM)

VT 005 715 ED 020 434
McKee, John M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Foundation
EDRS PRICE MF-$0.25 HC-$2.04
Pub Date - 67 49p.

*CORRECTIONAL EDUCATION; INFORMATION DISSEMINATION; *EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROJECTS; *PROGRAM DESCRIPTIONS; *PUBLIC RELATIONS; REHABILITATION PROGRAMS; PSYCHOLOGISTS; VOCATIONAL EDUCATION; JOB PLACEMENT; BONDS (INDEMNITY)
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The primary objective of the dissemination phase of this experimental and demonstration project was to create and maintain good public relations. Activities from September-November 30, 1967, included making presentations at nine conferences, filling 104 requests from 24 states, District of Columbia, Canada, and England for publications, distributing 1,200 other publications, publishing one speech, making three presentations to outside groups, and hosting 122 visitors. The appendix includes: (1) a brief review of the project, (2) "Manpower Development Psychology in the Penal Institutions" by John M. McKee, (3) "Report of the Bonding Assistance Program--Draper MDTA Project," (4) sample bonding histories of inmates, and (5) representative correspondence, press releases, and press publicity. Other dissemination reports are VT 004 732, VT 005 714, and VT 005 716. (EM)

VT 005 716 ED 020 435
McKee, John M.
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Foundation
EDRS PRICE MF-$0.25 HC-$2.08
Pub Date - Aug67 50p.

*CORRECTIONAL EDUCATION; INFORMATION DISSEMINATION; REHABILITATION PROGRAMS; *EXPERIMENTAL PROGRAMS; *PUBLIC RELATIONS; *PROGRAM DESCRIPTIONS; *DEMONSTRATION PROJECTS; CONFERENCES; BEHAVIOR CHANGE; PRISONERS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The primary objective of the dissemination phase of this experimental and demonstration project was to create and maintain good public relations. Activities during August included disseminating a bimonthly progress report, providing inservice training for staff members, holding local dissemination conferences, devising a portable display unit, making 185 press contacts, attending six conferences, and hosting 39 visitors. The appendix includes: (1) "Organization of Institutional Resources for Behavior Change--A Model" by John C. Watkins, (2) a brief description of the project's impact on employment, the general public, the correctional system, and other agencies, (3) facsimile copies of press articles, (4) correspondence items, and (5) a sample visitor's itinerary. Other dissemination reports are VT 004 372, VT 005 714, and VT 005 715. (EM)

INSTRUCTIONAL MATERIALS AND DEVICES SECTION

VT 001 921 ED 019 419
Ridenour, Harlan E.; Woodin, Ralph J.
Guidelines for State Vocational Agriculture Curriculum Materials Services. A Research Report of a Graduate Study. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-6293, microfilm $3.05, xeroxed copy $10.60).
Pub Date - Oct66 51p.

*AGRICULTURAL EDUCATION; CURRICULUM DEVELOPMENT; CURRICULUM PLANNING; INSTRUCTIONAL AIDS; AUDIOVISUAL AIDS; INSTRUCTIONAL MATERIALS; *INSTRUCTIONAL MATERIALS CENTERS; FINANCIAL SUPPORT; *PROGRAM ADMINISTRATION; INFORMATION UTILIZATION; COOPERATIVE PROGRAMS; CURRICULUM EVALUATION; *STATE PROGRAMS; *GUIDELINES; PROGRAM DEVELOPMENT; NATIONAL SURVEYS; MATERIAL DEVELOPMENT; INFORMATION DISSEMINATION; POLICY FORMATION; THEORIES; ORGANIZATION; QUESTIONNAIRES

Problems of vocational agriculture teachers in keeping abreast of technical knowledge, finding time to keep informed, and obtaining or preparing materials structured in logical sequence for teaching prompted a study to develop guidelines for organizing and operating a statewide vocational agriculture curriculum materials service. A survey of 48 state directors of vocational education, 48 state supervisors of vocational agriculture, and 45 persons responsible for curriculum materials work provided information on services to teachers, administrative procedures, length of time services had been in effect, and opinions regarding the value of the services. The curriculum materials service was theorized as being an educational organization engaged in selection, evaluation, procurement, production, and distribution of curriculum materials that assist in obtaining predetermined, desirable changes in students. Its success depends upon the extent to which 11 conditions concerning (1) administration, use of staff, teacher, and specialist advisory groups, and (2) production of materials to meet specific criteria are achieved. Guidelines, based on the proposed theory and findings of the study, are presented for 24 aspects of curriculum materials service. Findings concerning the extent of curriculum materials activities in 45 states, the survey instruments, and a bibliography are included. The complete report of the Ph.D. thesis, "Guidelines for Organizing and Operating a State Vocational Agriculture Curriculum Materials Service," is available. (JM)

VT 002 185
Mathetics, A System of Programmed Instruction.

Draper Correctional Center, Elmore. Ala. Rehabilitation Research Foundation
MF AVAILABLE IN VT-ERIC SET.
Rehabilitation Research Foundation, P.O. Box 1107, Elmore, Alabama 36025.
Pub Date - 66 60p.

*PROGRAMED INSTRUCTION; *PROGRAMING; PROGRAM PLANNING; *INSTRUCTIONAL DESIGN; VOCATIONAL EDUCATION; JOB ANALYSIS; JOB SKILLS; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES
MATHETICS

Mathetics is a training system that provides for the trainer a guide for determining what to teach, a basis for making teaching strategy decisions, a detailed procedure for constructing a lesson. It includes making a job analysis, describing the characteristics of the trainees, and determining training objectives, the differences between the master of the job and the student. With the job and population analysis and the objectives as guides, the matheticist writes "a prescription" for the training deficiencies. The prescription expresses the steps in producing a product in stimulus-response units called operants which may be arranged so that the student is presented the last step of a performance first, the next to last second, and in that sequence until all operants have been taught. This procedure is "chaining." Four papers presented at programed instruction conferences in April 1966 are included: "The Two Meanings of Mathetics" and "Mathetics--The Ugly Duckling Learns to Fly," by J.H. Harless, are an overview of the mathetical system and the techniques employed by the mathetical analyst and writer. "Mathetics in Industrial and Vocational Training," by M.T. McGaully, describes the activities of major mathetical programing units in the United States. "The Development and Production of Mathetical Programs--A Case History" by S.J. Cassels, III, describes the major production procedures of the programing unit of the Rehabilitation Research Foundation of Alabama. (PS)

VT 003 201 ED 018 612
Taylor, Robert E.; Christensen, Virgil E.
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-$0.50 HC-$1.08
Pub Date - 10Oct66 25p.

PROGRAM PLANNING; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *INSTRUCTIONAL AIDS; AUDIOVISUAL AIDS; AUTOINSTRUCTIONAL AIDS; *INSTRUCTIONAL MATERIALS; EDUCATIONAL NEEDS; EDUCATIONAL IMPROVEMENT; *EDUCATIONAL STRATEGIES

The assumption is made that vocational and technical education is "undeveloped" in terms of adequately exploiting the full range of possibilities inherent in modern educational media and technology. This paper presents an overview of the broad setting in which vocational and technical education functions, the general benefits of applications of media to diverse and varied instructional situations, and strategies for optimizing applications to the vocational and technical education curricula. Selected examples where media have specific implications for vocational and technical education are discussed. Examples include programed materials, single concept film loops, auto-tutorial materials, television monitors, media materials for simulated experiences, computer assisted instruction, computer gaming techniques, closed circuit television, airborne television, computer assisted counseling, and micro-teaching. Suggestions and recommendations are made to help assure that future developments of media are positive and efficient. (PS)

VT 003 384
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education. Instructional Resource Series, Number 3.

Michigan State Univ., East Lansing. Bureau of Educational Research Services
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May65 16p.

*COOPERATIVE EDUCATION; *INFORMATION STORAGE; *INSTRUCTIONAL MATERIALS; OFFICE OCCUPATIONS EDUCATION; DISTRIBUTIVE EDUCATION; TRADE AND INDUSTRIAL EDUCATION

This publication is designed to aid the coordinator and his students in developing and using systematically the materials necessary for program operation and student learning activities. A four-drawer filing system designed to be used in an office, distributive, or industrial cooperative program is described. The first drawer should have files on administration and program records. The second drawer should have files pertaining to technical information, such as bulletins and other literature on the processes, operating procedures, and techniques of the occupation. The third drawer should contain files for product and merchandise information. The fourth drawer should contain occupational information, such as information about specific occupations, obtaining further education, and general knowledge all workers should have. Within each drawer, the filing system is based on the simple-to-use numerical index. Suggested tips for filing and a detailed listing of the contents of each drawer are included. (PS)

VT 003 999 ED 019 470
Buntin, L. Ann
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

Texas Technological Coll., Lubbock
EDRS PRICE MF-$0.75 HC-$5.76
Pub Date - 31Aug67 142p.

*OCCUPATIONAL HOME ECONOMICS; CURRICULUM DEVELOPMENT; *PROGRAM DESCRIPTIONS; INSTRUCTIONAL MATERIALS CENTERS; *INSTRUCTIONAL MATERIALS; PROGRAM DEVELOPMENT; MATERIAL DEVELOPMENT; JOB ANALYSIS; *CHILD CARE WORKERS; EDUCATIONAL NEEDS; JOB SKILLS; *SEAMSTRESSES; *FOOD SERVICE WORKERS

The major purpose of the project was to establish a center for developing instructional materials needed by trainees for employment in home economics related occupations. The project staff (1) developed a plan for collecting existent materials, (2) prepared a bibliography for three occupational areas, (3) developed a filing system, (4) visited three curriculum centers, (5) developed a chart of Texas occupational programs in home economics, (6) secured information on the extent of current programs, (7) studied space, facilities, personnel and budget requirements for a proposed center, and (8) established procedural steps and completed the first four for developing materials for the child care aide, clothing specialist, and food service employee. The steps were (1) define job by title, (2) develop job analysis, (3) prepare course outline based on tasks listed in job analysis, (5) construct instructional sheets to guide students in job performance , and (6) evaluate and revise instructional materials. The plan for the proposed center was submitted to the Texas Education Agency. The center envisions a long-term project to (1) plan, produce, evaluate, and revise instructional materials for home economics occupational cooperative part-time training procedures, high school preemployment programs, and post-high school technical occupations programs, and (2) assist teachers in using the materials through visits, workshops, and inservice training. The extensive appendix includes (1) charts of the filing systems and the Texas programs, and (2) the job analyses, course outlines, units, and bibliographies developed by the staff for child care aide, clothing alterer, dressmaker, bus boy, waiter, kitchen helper, and cook. (FP)

VT 004 409
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.

San Mateo Coll., Calif. Business Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug67 72p.

*CURRICULUM GUIDES; *BUSINESS EDUCATION; *SECRETARIES; POST SECONDARY EDUCATION; MATERIAL DEVELOPMENT; SURVEYS; EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; QUESTIONNAIRES

Based on information from questionnaires returned by 217 members of the San Mateo County Medical Society, 166 members of the San Mateo County Bar Association and 43 members of the Western Electronic Manufacturers Assocation, and on guidelines provided by advisory committees, course curriculum guides and units of study were developed by college instructors for the legal, medical, and technical secretarial programs at the college level. Prerequisties, aims, objective, scope, methods of instruction, text, facilities, evaluation, and catalog descriptions are included in the curriculum guide for each of the courses: (1) Legal Shorthand Dictation and Transcription, (2) Legal Secretarial Procedures and Office Administration, (3) Medical Dictation and Transcription, (4) Medical Office Procedures, (5) Technical Dictation and Transcription, (6) Technical Typewriting, and (7) Technical Secretarial Procedures and Office Administration. Units within each course contain class hours, objectives, content, and suggested teaching materials and evaluation techniques. A proposed modular time schedule which requires 10 hours a week for all three areas, 4 for dictation and transcription and 6 for office procedures, is presented. (PS)

VT 004 608
DeBlassie, Richard R.; Jones, William P.
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

New Mexico State Univ., Las Cruces
New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
New Mexico State Dept. of Education, Santa Fe. Div. of Guidance and Special Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 147p.

*RESOURCE UNITS; *OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; JUNIOR HIGH SCHOOLS; BIBLIOGRAPHIES; *PREVOCATIONAL EDUCATION; EVALUATION CRITERIA

The purposes of this project were to compile sources of occupational information relevant to opportunities in vocational education which were appropriate for junior high students and to establish some guidelines for evaluating and integrating these materials into the curriculum. Project activities included reviewing the literature, consulting with specialists and company representatives, surveying current school practices, and examining the characteristics of junior high students. Evaluation criteria established for occupational materials were publication date, relevancy, qualifications of the author, purpose, and manner of presentation including style and format, reading level, and technical quality. Occupational information may be used in the classroom in group projects, in the unit approach, or in the occupations class. Activities which can be used with either the class or unit method are making career notebooks, giving special reports, participating in group discussions, case studies, and supplemental reading programs, making community job surveys, holding career days and conferences, and making field trips. Examples of general and specific units are presented. An extensive bibliography lists occupational pamphlets, books, films, and filmstrips. Sources of materials, trade and technical schools, and apprenticeships are also listed, and a sample evaluation is included. (EM)

VT 004 780 ED 017 722
Jensen, Arthur K.
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education. Final Report.

Clemson Univ., S.C.
EDRS PRICE MF-$0.75 HC-$6.12 OEG-2-6-068320-1103 08
Pub Date - 20Dec67 151p.

*VOCATIONAL AGRICULTURE; *AGRICULTURAL MACHINERY; *OVERHEAD PROJECTORS; *TRANSPARENCIES; MATERIAL DEVELOPMENT; MECHANICS (PROCESS); TEACHER ATTITUDES

The investigation resulted in the production of 88 low-cost overhead projection transparencies on the basic principles of power transmission in agricultural machinery. Developing techniques for offset printing on plastic required overcoming problems of static electricity, ink adhesion, offsetting, and drying. Machinery, environment, and ink were tested and adjusted to produce single color transparencies economically. Media quality was tested by 53 vocational agriculture teachers in five states. They were enthusiastic about the production approach, satisfied with the projection quality, product durability, and assembly methods, and expressed a need for the product. The nine sets of transparencies are enclosed in file-folders, upon which are printed suggested references and learning activites. The 88 transparencies include 37 in more than one color and provide overlays, cutaway views, and exploded views of assembly components. Specific sets of transparencies are (1) Bearings, (2) Differentials, (3) Friction Clutches, (4) Transmissions, (5) Gears, (6) Chains, (7) Belts and Pulleys, (8) Flexible Couplings, and (9) Power Take-Offs. Instructions for using the transparencies in teaching a 3-6 week unit were outlined for the selected teachers who evaluated the product. (JM)

VT 004 863 ED 018 660
Norton, Robert E.
Using Programed Instruction in Occupational Education.

New York State Education Dept., Albany. Bureau of Occupational Education Research
Cornell Univ., Ithaca, N.Y. Dept. of Education
EDRS PRICE MF-$0.25 HC-$2.32
Pub Date - Sep67 56p.

*PROGRAMED INSTRUCTION; *VOCATIONAL EDUCATION; *EDUCATIONAL PRINCIPLES; RESEARCH REVIEWS (PUBLICATIONS); *SELECTION; INFORMATION SOURCES; BIBLIOGRAPHIES; EVALUATION

Although this report on the status of programed instruction and the potential it holds for schools emphasizes the applications of programed instruction to occupational education, much of what is said is also applicable to general education. An example of programed instruction, an overview of supporting psychological principles, research findings, some controversies, some advantages, and some limitations of programed instruction are presented. A discussion of the selection and use of programed materials includes what the materials can teach, how they should be used, the kinds available, the economics of using them, and recommended selection procedures. Case studies from schools and industries using programed instruction successfully in occupational education are presented for basic industrial skills, business, English, medical education, health and safety, home economics, industrial training, medical sales, personnel practices, trade and industrial, selling and retailing, spelling, vocational agriculture, and 14 vocational areas. Although the successful use of programed instruction has been widespread, administrators and teachers should learn as much as possible about it before attempting to use it, involve qualified teachers, select materials carefully, try it on a small scale until it is proved successful, follow good management procedures, and integrate it with other methods of instruction. Sources of programed text materials, recommended references, criteria for assessing programed instructional materials, recommendations for reporting the effectiveness of the materials, and a bibliography are included. (PS)

VT 005 195 ED 018 667
Wells, Inez Ray
Programmed Shorthand Laboratory for Skill Development. Developed by Summer Workshop in Vocational Business and Office Education (University of Akron, Akron, Ohio, June 28-July 16, 1965).

Ohio State Dept. of Education, Columbus. Business and Office Education Service
Akron Univ., Ohio
EDRS PRICE MF-$0.75 HC-$5.28
OSDE-Bull-10
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($1.35).
Pub Date - Aug66 130p.

*STENOGRAPHY; *LABORATORY EQUIPMENT; *AUTOINSTRUCTIONAL LABORATORIES; *TAPE RECORDINGS; *SUMMER WORKSHOPS; INSERVICE TEACHER EDUCATION

A programed shorthand laboratory is one in which prerecorded dictation is available for use by students and teachers either during the class period or during study periods for individual work and skill development. Eight Ohio business education teachers participated in a workshop to: (1) become oriented to the concepts and goals of the electronic shorthand laboratory for the classroom, (2) evaluate the seven electronic dictation systems which were installed by the equipment company representatives and used by the workshop members, and (3) dictate actual shorthand tapes. Consultants from education and industry discussed (1) considerations in setting up a shorthand laboratory, (2) types of laboratories, (3) cost of equipment, (4) provision for monitoring the tapes, (5) channels needed, (6) advantages and disadvantages of shorthand laboratories, (7) acquisition, preparation, and use of tapes, and (8) features of available equipment. The teacher participants dictated 40 tapes in five-word progressions in speeds ranging from 80 to 130 words per minute which will be loaned to manufacturers to enable them to make master tapes for Ohio teachers on a minimum cost basis. The appendixes include a description of a shorthand laboratory, a comparison of eight shorthand laboratory systems, a partial list of manufacturers, and the script used in preparing the tapes. (PS)

PHILOSOPHY
AND OBJECTIVES
SECTION

VT 000 422
Hull, William L.
Objectives for Vocational and Technical Education in Agriculture. Objective 2, To Develop Agricultural Competencies Needed by Individuals Engaged in or Preparing to Engage in Agricultural Occupations Other Than Production Agriculture.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 10p.; Paper in "Report of a National Seminar," Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*SPEECHES; *EDUCATIONAL OBJECTIVES; OFF FARM AGRICULTURAL OCCUPATIONS; FARM OCCUPATIONS; PLANT SCIENCE; ANIMAL SCIENCE; *VOCATIONAL AGRICULTURE; PROGRAM PLANNING; *AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS; AGRICULTURAL SKILLS
*NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

In discussing the objective developing agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture, three assumptions are made: (1) Knowledge and skills in agriculture exist, can be identified, and can be translated into educational objectives, (2) The selection of specific objectives contributes to a quality program, and (3) Teachers in a subject area should select the educational objectives. Propositions set forth include: (1) Before objectives can be identified, agricultural occupations must be described, (2) The extent to which technical knowledge of plant and animal growth principles is required best defines the nature of the occupation, (3) Essentially no difference exists in the nature of units taught to develop competency in occupations either on or off the farm, and (4) Teachers of vocational agriculture are best qualified to teach principles of plant and animal growth. Three levels of the occupations need specific objectives: production agriculture, supporting occupations supplying inputs, and consumer commodities. Competency factor groups for each must be devised, and instructional content ordered. Student performance will include mastery of content and acquisition of a kind of behavior operating in a substantive area. Because definite stages in the learning process extist, it is necessary that a continuum be derived by appropriately ordering animal growth principles. This continuum can be expanded into attributes identifying agricultural occupations. This paper appears in ED 011 037. (JM)

VT 000 430
Shontz, David F.
Objectives for Vocational and Technical Education in Agriculture. Objective 3, To Develop an Understanding of and Appreciation for Career Opportunities in Agriculture and the Preparation Needed to Enter and Progress in Agricultural Occupations.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 8p.; Paper in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*EDUCATIONAL OBJECTIVES; *VOCATIONAL AGRICULTURE; *CAREER OPPORTUNITIES; *SPEECHES
*NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

Any measure of program success in agricultural education must be in terms of its enhancement of human capacities. It must be considered in terms which identify the people concerned, the kind of behavior or action to be accomplished, and the content or problem area in which this behabior or action is to operate. Objectives which contribute to this are: (1) Understand and appreciate the importance of agriculture, (2) Determine types and numbers of occupational opportunities, (3) Evaluate information concerning occupations, (4) Relate occupational information to personal characteristics, aptitudes, and interests, (5) Obtain exploratory work experience under supervision, and (6) Continue education to advance in the occupation. Other areas that merit consideration are programs for the disadvantaged, broadened objectives, vocational exploration in the elementary school, and objectives based upon the needs expressed by youth and adults. The report of the national seminar is available as ED 011 037. (EM)

VT 000 433
Halterman, Jerry J.
Objectives for Vocational and Technical Education in Agriculture. Objective 4, To Develop the Ability to Secure Satisfactory Placement and to Advance in an Agricultural Occupation Through a Program of Continuing Education.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 8p.; Paper in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*JOB PLACEMENT; *SPEECHES; *VOCATIONAL AGRICULTURE; *EDUCATIONAL OBJECTIVES; PROGRAM EVALUATION; AGRICULTURAL OCCUPATIONS; *ADULT VOCATIONAL EDUCATION; EMPLOYMENT OPPORTUNITIES
*NATIONAL SEMINARS ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

The objective concerning satisfactory placement and subsequent advancement in an agricultural occupation implies that the qualification of the student and the requirements of a position are in congruence and that the level of employee performance is acceptable to employers. It is the responsibility of vocational and technical educators to measure how well the educational programs are meeting these conditions. Follwoup records seem requisite to such a measurement. Evidences are needed which will reflect information in sufficient detail so that efficiency measures can be made of various phases of the program. Valid occupational opportunity and job requirement information resulting from changes in agriculture is essential to program development. Persons needed in agriculture can be identified according to their specialized training, distinctive abilities, and level of occupational competence. A continuum of level-of-occupational preparation is suggested for meeting the needs of technologically oriented agricultural occupations. Efficiency of training for level-of-competence can be evaluated by the use of classification guides and job analyses. Evaluation should not only provide information necessary for adjusting, modifying, or extending current programs to meet changing agricultural demands but also for the continuing education of workers. Vocational and technical education must provide for experiences helpful to the student in the areas of available resources, application for employment, self-employment, job opportunities, continuing education, and progress and advancement. The report of the national seminar is available as ED 011 037. (JM)

VT 000 466
Loreen, C.O.
Objectives for Vocational and Technical Education in Agriculture. Objective 5, To Develop Those Abilities in Human Relations Which are Essential in Agricultural Occupations.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 10p.; Paper in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*VOCATIONAL AGRICULTURE; *HUMAN RELATIONS; *EDUCATIONAL OBJECTIVES; AGRICULTURAL OCCUPATIONS; *INDIVIDUAL CHARACTERISTICS; *WORK ATTITUDES; COOPERATIVE EDUCATION; *SPEECHES
*NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

Concern for the development of abilities in human relations is pronounced in training programs for the off-farm agricultural occupations and is related to preparation for successful job entry and advancement. Human relations may be defined as the field of applied sociology which seeks to reduce tensions and antagonisms that may exist or might arise among people. Good communication is essential to human relations and can be taught. Constructive attitudes and appreciation of the dignity of work are important. Training should emphasize the development of other traits such as accuracy, responsibility, dependability, intelligence, and courtesy. Presence of still other traits can determine the degree of success of the employee. Some of these are loyalty, respect for authority, willingness to learn, cooperation, honesty, responsibility, leadership, and morale. How well these are taught depends largely on how well the teacher, by both his instruction and his example, succeeds in developing the whole person for his role in the world of work. To allow teachers to set worthy examples of human relations it is necessary to avoid overburdening them with large classes and extraneous tasks. The report of the national seminar is available as ED 011 037. (JM)

VT 001 855 ED 019 412
Crawford, Lucy C.
A Philosophy of Distributive Education, A Report of the First Step in the Research Project "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education".

Council for Distributive Teacher Education
Virginia Polytechnic Inst. Blacksburg. Div. of Distributive Education
EDRS PRICE MF-$0.50 HC-$4.48
CDTE-Prof-Bull-10.
Pub Date - Jan67 110p.

*DISTRIBUTIVE EDUCATION; *EDUCATIONAL PHILOSOPHY; Q SORT; VOCATIONAL EDUCATION; EDUCATIONAL OBJECTIVES; SECONDARY EDUCATION; DEMOCRATIC VALUES; TEACHER ATTITUDES; *STATE SUPERVISORS; *TEACHER EDUCATORS; GUIDANCE; CURRICULUM; PROGRAM COORDINATION; PROGRAM ADMINISTRATION; QUESTIONNAIRES; TEACHER CHARACTERISTICS; INDIVIDUAL CHARACTERISTICS

The first of four steps in a study to determine the learning experiences that should be included in a distributive teacher education program was to construct a philosophy of distributive education consistent with the philosophy of vocational education, the goals of secondary education, and the ideals of American democracy. Statements of basic beliefs reflecting the definitions, principles, and objectives of the distributive education program, derived from literature, research, speeches, and consultation with selected leaders, were evaluated, tested for consistency against a Purposes of Vocational Education card sort, revised, and made into a 96-item Basic Belief card sort. Of the 172 distributive education state supervisory and teacher education personnel, 153 responded to the statements of basic beliefs. The major findings were: (1) There were a few statistically significant differences of opinion among the responding groups, and (2) The respondents had a very high degree of agreement on 83 of the 96 statements. The agreement of the vast majority of the leadership in distributive education upon the statements of belief indicated that the philosophy of distributive education expressed in the findings can serve as a theoretical structure on which future research can be based. A bibliography, statistical data, the profile inquiry form, and lists of the agreed-upon beliefs are included. (SL)

VT 001 908 ED 019 416
Vocational Education for American Youth.

American Vocational Assn., Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.76
Pub Date - 64 17p.

*VOCATIONAL EDUCATION; *HIGH SCHOOLS; AREA VOCATIONAL SCHOOLS; OCCUPATIONAL GUIDANCE; VOCATIONAL EDUCATION; TEACHERS; GENERAL EDUCATION; ADMINISTRATIVE PERSONNEL; *EDUCATIONAL OBJECTIVES

Education for living and education for earning a living must be regarded as integral parts of a comprehensive program fitting American youth for their future responsibilities. In this country, vocational education serves two major functions: (1) It provides the opportunity for secondary school youth to acquire, along with or following a general education, some type of specific and useful occupational training, and (2) It provides a very important continuing program of training for out-of-school youth, and adults who want and can profit from extended skills, knowledge, and understandings in a chosen occupation. This booklet, concerned only with the first function, briefly describes the philosophy underlying vocational education, points out some of the essential features of a sound vocational program, and indicates the contributions this specific education makes to the nation's security and prosperity. (SL)

VT 002 709 ED 020 317
Yoho, Lewis W.
The "Orchestrated System" Approach to Industrial Education (Industrial Arts-Technical-Vocational).

Indiana State Univ., Terre Haute
EDRS PRICE MF-$0.25 HC-$1.92
Pub Date - 67 46p.

*INDUSTRIAL EDUCATION; INDUSTRIAL ARTS; *CURRICULUM DEVELOPMENT; EDUCATIONAL PHILOSOPHY; NETWORKS; *MODELS; *EDUCATIONAL OBJECTIVES; CULTURAL CONTEXT; PROGRAM CONTENT; COMMUNICATIONS; INSTRUCTIONAL DESIGN; EDUCATIONAL STRATEGIES; *SYSTEMS APPROACH; INDUSTRY
SNAP MAPS; *SYSTEMS NETWORKS ANALYSIS PROCESS; *ORCHESTRATED SYSTEMS APPROACH

This systems approach determines and identifies ultimate educational goals and intermediate goals which provide the operational dynamics for goal attainment by using models designed by Systems Network Analysis Process, or SNAP MAPS, which are simplified flow charts, exposing tentative social and industrial elements of the industrial arts curriculum. This process is in contrast to the usual practice of factoring out elements of industry such as trades, concepts, or sample experiences. The ultimate goal of education, "the good life" and intermediate goals, or educational curriculum areas, are diagramed to show their purpose and place from their position and relationship in the model. "Education for developing competencies in communications" is designed into the industrial arts model as the key goal gradient. When these competencies are developed, the student may begin parallel development of other goal gradients, each of which may be subjected to the systems modeling technique in continued subanalysis, each revealing more specific content. The theory of teaching and learning for this systems approach is based upon developing individual self-motivation and self-discipline and upon creating a "whole" which the student must synthesize and relate into an understanding of the "whole." Thirty-nine charts and SNAP MAPS illustrate the progressive subanalysis of the industrial education curriculum elements and the concepts of educational planning presented. (EM)

VT 003 411   ED 019 466
New Directions for Industrial Arts.

American Industrial Arts Assn., Washington, D.C.
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
Executive Secretary, AIAA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (hard cover $4.50, soft cover $3.50).
Pub Date -   64 193p.; Addresses and Proceedings of the Annual Convention of the American Industrial Arts Assn. (26th, Washington, 1964).

*INDUSTRIAL ARTS; CONFERENCES; *SPEECHES; *EDUCATIONAL PHILOSOPHY; CURRICULUM; *PROGRAM DESCRIPTIONS; COURSE CONTENT; *TEACHER EDUCATION; *EDUCATIONAL PROBLEMS
AMERICAN INDUSTRIAL ARTS ASSOCIATION

Most of the important addresses given at the 26th American Industrial Arts Association convention are in this report. They include (1) "Industrial Arts and Economic Growth" by E. McCarthy, (2) "The Manpower Problem: Some Challenges for All Levels of Education" by E. Clague, (3) "New Pressures: And Old" by H. Benjamin, (4) "Identifying the Student's Unique Pattern of Talents" by J.C. Flanagan, (5) "Industrial Arts Education: A View from the Outside" by E.J. Meade, (6) " A New Look at Methods and Techniques in Teacher Development" by R.S. Acker, (7) "Research Developments in Learning: Implication for Teaching" by W.B. Waetjen, (8) "New Trends and Developments" by S. Lambert, (9) "Where Do You Put the I" by E.K. Emurian, (10) "The Peace Corps and Industrial Arts" by N. Parmer, (11) "Directions in Post-Baccalaureate Teacher Education Programs" by D.W. Robinson, (12) "New Directions in Higher Education" by P. DeVore, (13) "Industrial Developments and Their Implications for Industrial Arts" by W.P. Spence, (14) "Industrial Developments and Their Implications for Industrial Arts Content" by D. Sams, (15) "A New Concept of Interpreting Productive Society to Youth: A Description of the Ziel Program of Industrial Arts" by J.E. Gallagher, (16) "The School of Tomorrow, Today" by W. Smith, (17) "A Progressive Industrial Arts Program in Broward County, Florida" by S. Johnson, (18) "Technology: A Structure for Industrial Arts" by P. DeVore, (19) "Industrial Arts as a Cultural Experience" by D. Maley, (20) "Industrial Arts: A Vital Part of Every Student's Education" by J. Giovanni, (21) "Science and Industrial Arts" by Kazer and Huebner, (22) "An Industrial Arts Research Laboratory" by A.P. Keeny, (23) "Research and Development and You" by Durkin and Todd, (24) "The Group Project: An Old Name--A New Venture" by K. Gettle, (25) "The Mass Production Experience" by N. Frantz, (26) "Emerging Graphic Arts Content and Approaches for the Intermediate Level" by G. Horton, (27) "Exploration and Experimentation in Graphic Arts" by C. Brenner, and (28) "The Use of Programmed Materials in Teaching Technical Information" by E.C. Hinckley. (EM)

VT 004 489
Johnson, Hildegarde, And Others
Our Educational Beliefs.

MF AVAILABLE IN VT-ERIC SET.
Journal of Home Economics; March 1961.
Pub Date -   Mar61 5p.

*HOME ECONOMICS EDUCATION; HOME ECONOMICS TEACHERS; *EDUCATIONAL PHILOSOPHY; *BELIEFS
NORTH CAROLINA

As the first step to discover discrepancies between educational beliefs and practice among secondary home economics teachers in North Carolina, this study determined which educational beliefs authorities in home economics education accept as important. Thirty-seven educational beliefs were determined by a review of the literature and consultation with leaders in the field. Seventy-six state supervisors and heads of teacher training departments rated each belief as very important, less important, or not true. Of the 37 beliefs, 20 were considered very important by 90 percent of the educators. Thirty which were considered very important by 75 percent of the respondents were arranged in tabular form according to implications for (1) teacher objectives and course content, (2) methods of teaching, (3) evaluation of school program, (4) pupil participation in total home economics program, (5) extra class responsibilities of teachers, and (6) physical facilities of the home economics department. The results indicated that authorities in home economics education generally agree on this body of educational theory. The classroom teacher lag in implementing these theories is attributed to her incomplete understanding of the theory and to her lack of skill. How to improve teacher understanding and skill and where to concentrate teacher educator efforts need to be studied. (FP)

RESEARCH DESIGN AND RESEARCH DEVELOPMENT SECTION

VT 000 076
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research (Ohio State University, 1964).

MF AVAILABLE IN VT-ERIC SET.
Pub Date - May65 64p.

*VOCATIONAL EDUCATION; *PROGRAM ADMINISTRATION; PROGRAM DEVELOPMENT; *EDUCATIONAL RESEARCH; *EDUCATIONAL CHANGE; *SPEECHES
*NATIONAL VOCATIONAL TECHNICAL EDUCATION SEMINAR ON THE ADMINISTRATION OF RESEARCH

"Synthesis of Administration of Research in Vocational Education" by C.W. Hill, advances the belief that research and development is the foundation for quality in vocational education. In "Freedom of Researchers," Lloyd J. Phipps gives the researchers' responsibilities to administrators and discusses the freedoms researchers have a right to expect of administrators. "Research and Development, The Foundations for Quality in Vocational Education," by Walter M. Arnold, discusses the needs in vocational education for specific types of research, the deficiencies in the research field, and the implications contained in the Vocational Education Act of 1963 for developing vigorous research programs. In "Utilizing Research in Program Development," by L.T. White, the need for research is presented relative to what is expected of the new educational programs. "Administering Change," by T.J. Jenson, presents a discussion of two phenomena, the processes of administering and of change. "An Action Program for Improving Research in Vocational Education," by Walter R. Williams, Jr., cites the potential of recent vocational education acts to meet new and evolving demands. (SL)

VT 001 237
Goff, Maurice L.
Selected Techniques for Formulating the Questionnaire, Mechanics and Related Materials of a Follow-Up Procedure Dealing with Post Secondary Vocational-Technical Graduates.

Wyoming State Dept. of Education, Cheyenne. Vocational-Technical Div.
Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 38p.

*QUESTIONNAIRES; *LITERATURE REVIEWS; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *RESEARCH DESIGN; POST SECONDARY EDUCATION; *GRADUATE SURVEYS; VOCATIONAL FOLLOWUP

A comprehensive review of the literature dealing with the mail questionnaire is presented for three general areas: instrument of the follow-up procedure, mechanics of the follow-up procedure, and supplementary materials of the follow-up procedure. Examples of subtopics are (1) justification for use of the mail questionnaire, (2) consideration for its construction, (3) follow-up of non-respondents, and (4) accompanying letter and validation of the questionnaire. A bibliography is included. (SL)

VT 001 870 ED 019 413
Proceedings of Regional Research Conference in Agricultural Education (New Brunswick, New Jersey, November 9-11, 1966).

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education
EDRS PRICE MF-$0.50 HC-$2.52
Pub Date - 67 61p.

*AGRICULTURAL EDUCATION; *EDUCATIONAL RESEARCH; VOCATIONAL EDUCATION; OCCUPATIONAL SURVEYS; EXPERIMENT STATIONS; CULTURALLY DISADVANTAGED; ARTICULATION (PROGRAM); RESEARCH COORDINATING UNITS; SPEECHES; HIGH SCHOOLS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION; CURRICULUM; OFF FARM AGRICULTURAL OCCUPATIONS; *CONFERENCES
NORTH ATLANTIC REGION; NEW JERSEY; MASSACHUSETTS; NEW YORK; PENNSYLVANIA; CONNECTICUT

Seventy-eight educators from 13 northeastern states and Washington, D.C. participated in the 3-day conference focused on topics of interest to both state supervisors and teacher educators. Major speeches were (1) "A Review of Research in Agricultural Education in the North Atlantic Region" by G.M. Love, (2) "Review and Synthesis of Vocational Education Research" by C.J. Schaefer, (3) "A Shift in Emphasis of Experiment Station Research" by W.A. Maclinn, (4) "The Teacher and the Psychology of the Culturally Deprived" by B.W. Tuckman, and (5) "The Structures, Goals, and Activities of the New York Research Coordinating Unit" by P.T. Harkness. Brief reports on the New Jersey, Pennsylvania, and Connecticut Research Coordinating Units are also presented. Studies reported were "Articulation of High School and Technical College Curriculums in Agriculture," and "A Study of the Innovative Aspects of Emerging Off-Farm Agricultural Programs at the Secondary Level and the Articulation of Such Programs with Technical College Curriculum in Agriculture." Other reports concerned implementation of state occupational studies in Massachusetts and Pennsylvania and agricultural education at the secondary level in New York. Minutes of the business meetings of the conference are included. (JM)

VT 002 241 ED 019 433
Crews, James W.
Research Needed in Florida Business Education.

EDRS PRICE MF-$0.25 HC-$1.24
Pub Date - Mar67 29p.

*BUSINESS EDUCATION; *RESEARCH NEEDS; *ADMINISTRATOR ATTITUDES; *TEACHER ATTITUDES; ADMINISTRATIVE PERSONNEL; SUPERVISORS; TEACHER EDUCATORS; BUSINESS TEACHERS; STATE SURVEYS; QUESTIONNAIRES; EMPLOYMENT EXPERIENCE
FLORIDA

A research committee composed of business and vocational educators in Florida developed a 33-item questionnaire to identify needed research in business education from information derived from personal interviews with teachers, supervisors, administrators, and business teacher-education personnel. Business teachers and administrators completed 243 questionnaires. Data were analyzed by categories relating to the professional characteristics of the respondents, such as position, years of occupational experience in offices, grade levels, and subjects taught. The following items are ranked in the order of importance assigned by the total group of respondents: (1) What skills, knowledges, and understandings should business and office employees posses, (2) How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials, (3) What over-all goals should characterize business and office education at various educational and maturity levels such as junior high school, senior high school, junior college, and adult programs, (4) What educational programs are appropriate to realize the goals noted in the preceding items, and (5) What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices. The questionnaire is included. (PS)

VT 002 746
Stephens, John F.
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
Utah State Dept. of Public Instruction, Salt Lake City
MF AVAILABLE IN VT-ERIC SET. OEG-4-7-063046-1612
Pub Date - 1Jun67 22p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *VOCATIONAL EDUCATION; *STATE PROGRAMS; CRITICAL PATH METHOD

Six research programs supported in whole or part by the Unit were completed since the last quarterly report, and nine are in progress. Those completed were (1) Catalogue of Vocational and Technical Education Scholarships Available to Utah High School Seniors, (2) Survey of Commercial Arts Curriculum, (3) A Study of Utah's Requirements in Eight Paramedical Occupations, (4) Feeder Study of High School Vocational Programs, (5) Office Simulation Project, and (6) Evaluation of the Effectiveness of "Pride and Performance" ETV Program. Programs in progress were: (1) Utah VIEW Program, (2) Study of Appropriate Vocational Programs Applicable to the Utah State Industrial School, (3) An Assessment of Typewriting Skills in the Secondary Schools of Utah in Relation to Entry Job Requirements, (4) The Adequacy of Utah's Distributive Education Graduates, (5) Evaluation of Manpower Schools at Salt Lake City and Ogden, (6) A Pilot Program to Test the Feasibility of Increasing the Number of Vocational and Technical Education Scholarships in Tooele County, (7) A Study of Mechanical Jobs Performed by Farmers of Utah, (8) Sevier Valley Tech Curriculum Design Workshop, and (9) Vocational Curriculum Design Workshop, Delta. Unit expenditures from December 1, 1966 through May 31, 1967 totalled $20,815.45 in federal funds and $6,107.54 in state funds. Program Evaluation and Review Technique (PERT) diagrams are included for seven projects. (MM)

VT 003 594
Horner, James T., And Others
Technical Progress Report, September 1-November 30, 1967. (Title Supplied).

Nebraska Occupational Needs Research Coordinating Unit, Lincoln
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-127
Pub Date - 28Dec67 4p.

*PROGRAM DESCRIPTIONS; *RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *STATE PROGRAMS; *VOCATIONAL EDUCATION
NEBRASKA

During the quarter, research-training was encouraged through weekly training sessions for the Research Coordinating Unit (RCU) staff, and short-term research studies were made by research assistants to develop a plan for the depth study in the area of their special competency. Final agreements were completed with the Lincoln school system for an occupational opportunities study for Lancaster County, and considerable progress was made in developing an occupational opportunities model for determining statewide occupational opportunities. A major portion of the RCU staff time was devoted to data collection. Research assistants in the areas of health occupations, home economics, and office occupations were added to the staff during the quarter. Abstracts of relevant literature and information about college entrance requirements were published in the Newsletter, and three presentations on the ERIC system of dissemination were made to interested groups. Projected activities include: (1) The occupational opportunities model development will continue and data collection will have priority, (2) Staff research assistants will be completing their short term studies and beginning depth studies to determine specific competency needs where employment opportunities exist, and (3) The RCU Newsletter will be devoted to abstracted research in specific occupational areas. (MM)

VT 003 690
First Annual Report of the Michigan RCU.

Michigan Vocational Education Research Coordinating Unit, Lansing
Michigan State Dept. of Public Instruction, Lansing
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 18p.

*ANNUAL REPORTS; *RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *STATE PROGRAMS; PROGRAM DESCRIPTIONS; ADMINISTRATIVE POLICY
MICHIGAN

The purpose of the Research Coordinating Unit (RCU) is to stimulate vocational education research and developmental activities within the state. Its activities during the first year of operation included: (1) Operational policies were written and approved by the Department of Education, (2) A vocational education research funds policy was approved and placed on file in the U.S. Office of Education, (3) Totals of $220,544 from the State Vocational Education budget in 1965 and $127,524 in 1966 were allocated for institutions for research applications, (5) Guidelines, brochures, proposal formats, and flow charts of RCU purposes, activities, and services were distributed to stimulate projects, (6) Presentations were made at five conferences, and a research training workshop was sponsored to provide leadership in research, (7) The staff coordinated Unit research efforts with those of other agencies and professions, served consultants on research ideas and projects, developed long range plans for research, and identified research training needs and personnel, (8) The Unit disseminated briefs of completed research, lists of approved projects, and research projects from other states, and (9) It established a library of available research reports, began a research reference collection, and cooperated in gathering data for the Vocational Education Information System and Educational Resources Information Center. (MM)

VT 003 708
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical and Adult Education
MF AVAILABLE IN VT-ERIC SET. OEG-2-6-062722-2077 08
BR-6-2722
Pub Date - 67 9p.

*RESEARCH COORDINATING UNITS; *PROGRAM DESCRIPTIONS; *EDUCATIONAL RESEARCH; RESEARCH PROJECTS; *VOCATIONAL EDUCATION; STATE PROGRAMS
WEST VIRGINIA

The Unit proceeded in a developmental stage with additional activities being added as experience and progress of the staff allowed. Five additional staff people were employed, and a Research Council of seven members was appointed to serve in an advisory and evaluative capacity and will meet on a bimonthly basis. The director participated in nine activities connected with research and organization. The Unit is participating in a state study of vocational education and is conducting studies of county vocational education programs. It developed a procedural guide for applying for grant funds and established liaison with various state agencies. It is providing consultative, informational, research, and planning and development services without cost to all agencies and individuals planning or conducting research in vocational education. It is anticipated that as the services offered by the RCU become known, the staff will be called on to assist in many ways in the coordinating and disseminating research activities. (MM)

VT 004 199
Stephens, John F.
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

Utah State Dept. of Public Instruction, Salt Lake City
MF AVAILABLE IN VT-ERIC SET. OEG-4-7-063046-1612
Pub Date - 15Sep67 35p.

*RESEARCH COORDINATING UNITS; *PROGRAM DESCRIPTIONS; RESEARCH PROJECTS; *VOCATIONAL EDUCATION; *STATE PROGRAMS; *EDUCATIONAL RESEARCH; CRITICAL PATH METHOD
UTAH

During the quarter from June to August 1967 two projects, "A Study of Appropriate Vocational Programs Applicable to the Utah State Industrial School" and "An Assessment of Typewriting Skills in the Secondary Schools of Utah in Relation to Entry Job Requirements" were completed. Nine projects in progress were (1) Utah VIEW Program, (2) The Adequacy of Utah's Distributive Education Graduates, (3) Evaluation of the Manpower Schools at Salt Lake City and Ogden, Utah, (4) Inservice Training Program for Vocational Director, (5) A Study of the Qualifications and Duties of Local Vocational Director, (6) Followup Study of Utah's Vocational Graduates, (7) Sevier Valley Tech Curriculum Design Workshop, (8) Study of the Adequacy of the Training Available for Volunteer Fire Departments in Utah, and (9) A Pilot Program to Test the Feasibility of Increasing the Number of Vocational and Technical Education Scholarships in Tooele County, Utah. Federal expenditures through August 31, 1967 totaled $28,027.65. State Expenditures totaled $11,403.49. Program Evaluation and Review Technique networks, diagrams showing progress, for all projects are included. (EM)

VT 004 386 ED 017 684
Annual Report, November 1967.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-$0.25 HC-$2.36
Pub Date - Nov67 57p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; RESEARCH PROJECTS; OCCUPATIONAL INFORMATION; CONFERENCES; *RESEARCH AND DEVELOPMENT CENTERS; *EDUCATIONAL RESEARCH; INFORMATION CENTERS; ANNUAL REPORTS; *PROGRAM DESCRIPTIONS; PUBLICATIONS

The major activities of the Center are reviewed. The Advisory Committee met for the fourth time and proposed program emphases such as studies relating to the Job Corps, the declining farm population, the part-time student, salary levels in vocational education, and high school vocational education. Over 5,400 documents are now indexed and housed in the Center's reference collection. The staff prepares and circulates periodic bibliographies on 18 general topics, prepares bibliographies for individuals, and did 300 special searches and reports during the year. An evaluation of this bibliographic service by its users was completed. The Center employs eight research assistants and nine project assistants during the year, established its first internship, and awarded two fellowships. Three conferences were held: "Curriculum Programs in Action--Their Administration and Evaluation," "The Encouragement of Research in Predominantly Negro Universities" and "The Education and Training of Racial Minorities." The Center initiated a series of publications including a professional journal, a newsletter, a detailed periodic report of activities, a reprint series, conference proceedings, research reports, and an assortment of publications describing in detail the acquisitions, bibliographies, and services of the Reference Unit. Thirty Center projects are indexed under the headings: "Appraising the Effectiveness of Vocational Education," "Apprenticeship," "Counseling and Occupational Choice," "Teacher Training and Recruitment," "Labor Market Analysis," and "Vocational Training for the Unemployed." (EM)

VT 004 488 ED 016 863
Little, J. Kenneth; Somers, Gerald G.
Annual Report, November 1966.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-$0.50 HC-$2.88
Pub Date - Nov66 65p.

*VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *INFORMATION DISSEMINATION; *RESEARCH AND DEVELOPMENT CENTERS; *PROGRAM DESCRIPTIONS; INFORMATION CENTERS; RESEARCH PROJECTS; ADVISORY COMMITTEES; LEADERSHIP TRAINING; GRADUATE STUDY; PUBLICATIONS; CONFERENCES; ANNUAL REPORTS

The Center was established in October 1964 through a 5-year grant from the Ford Foundation. Its purposes are to (1) establish a national information depository in the field of vocational and technical education, and an information center, (2) conduct research and development studies in vocational and technical education, (3) provide financial support for graduate study and internships in vocational and technical education, (4) conduct conferences and workshops for personnel engaged in research in the area of vocational and technical education, and (5) disseminate research findings by a series of publications to be distributed among interested groups. Approximately 10,000 publications were acquired or cited, and topical bibliographies were compiled for over 150 people requesting them. Twenty research projects and related publications were reported in the areas of apprenticeship training, planning and establishment of vocational schools and programs, occupational demand related to vocational education, vocational education for special groups, vocational guidance and counseling, and followup evaluation of vocational education. Twelve graduate research assistants and one intern trainee were associated with the Center. Six conferences on such subjects as research, the disadvantaged, occupational choice and job placement, the curriculum, and economics were conducted. Center publications included (1) "The Journal of Human Resources," (2) "The IRRI Report," (3) "The Newsletter, (4) conference proceedings, (5) a reprint series, and (6) reference unit publications such as bibliographies, a nationwide directory of vocational and technical programs, and miscellaneous reports. (MM)

VT 004 492
Schrader, Gene
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct67 17p.

*RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS
WYOMING

Unit activities for the period May 1 to October 31, 1967, are presented. Completed projects included "Selected Techniques for Formulating the Questionnaire, Mechanics and Related Materials of a Follow-up Procedure Dealing with Post-Secondary Vocational Graduates," (2) "A Survey of Vocational-Technical Education Needs in Goshen County," (3) "Occupational Needs of the Socio-Economic Disadvantaged and Other Handicapped Youth of Laramie County School District," (4) "Fremont County Survey of Vocational-Technical Education Needs in Business and Industry," (5) "A Study of the Educational Needs of Adults in Wyoming," and (6) a vocational-technical workshop to inform selected vocational educators, guidance counselors, and administrators of the present concept and approach to research in vocational education. Projects underway included (1) the Governor's Vocational Conference, (2) a study, "Are Wyoming's Secondary School Vocational Programs Geared to Wyoming Industries," (3) a study to determine why practical nursing students are discontinuing their training at the Laramie MDTA Vocational School of Practical Nursing, (4) a study of the correlation between the American College Test and the Iowa Silent Reading Test and the effect of the results on remedial students, and (5) a study, "Followup Procedure for Post-Secondary Vocational Technical Graduates." Sixteen proposed projects are being evaluated. The monograph, "Program Evaluation and Review Technique for Education Research Project Development and Control" was published. (MM)

VT 004 661
Price, Joel; Barnes, Bill
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
MF AVAILABLE IN VT-ERIC SET. OEG-4-7-063028-1591
Pub Date - 67 19p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS; *VOCATIONAL EDUCATION; RESEARCH PROJECTS
NEW MEXICO

The major project of the Unit during the quarter was a Statewide Vocational Manpower Needs Survey. This survey, due to be completed in 1967, will process about 35,000 questionnaires from businesses listed in the telephone directories in the state. Other research projects funded during this period were (1) The Vocational Core Followup Project with Hobbs Municipal Schools, (2) a followup project by the vocational counselor of Northern New Mexico State School, (3) a survey of female vocational-technical education students in cooperation with Eastern New Mexico University, and (4) a survey by the assistant director of the Unit to establish and compare the priority of activities of vocational-agriculture teachers in the state. The Unit has established a library of ERIC documents on microfiche, and equipment includes three readers, one reader printer, and a fiche to fiche reproducer. The appendix contains "Research Activities of the Research Coordinating Unit," published quarterly, which includes descriptions of 10 completed projects, 11 projects underway, 2 proposed projects, 5 publications, and a list of available project summaries. (MM)

VT 004 758 ED 018 658
Pilant, George P.
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction. Final Report.

Washington Research Coordinating Unit for Vocational Education, Olympia
EDRS PRICE MF-$0.25 HC-$1.16 OEC-5-85-124 08
BR-5-0108
Pub Date - 27Jun67 27p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *STATE PROGRAMS; *PROGRAM DESCRIPTIONS; RESEARCH PROJECTS
WASHINGTON

The Washington Research Coordinating Unit (RCU), organized in the Washington State Department of Public Instruction on June 1, 1965, aimed to initiate, coordinate, and relate vocational education research, activities, and information to meet the vocational needs of the state's youth. Major projects carried out under contract between the RCU and other agencies and individuals were: (1) the development of a graduate followup system using data processing development of a graduate followup system using data processing techniques, (2) a needs survey for oceanography technicians, (3) the development of an introductory program for distributive education, (4) an agri-distribution education feasibility study, (5) the operation of an industrial cooperative training program for aircraft assemblers, and (6) the development of programed instructional materials for agricultural education. The Unit staff conducted an overall cost study of vocational education in the State and in-depth analyses of the specific programs for engineering aides, office occupations, electronic technicians, welding, mid-management personnel, licensed practical nurses, key punch operators, auto mechanics, and data processing technicians. The Unit offered consultant services for a study of manpower needs in health occupations, formation of the Research and Development Center at Washington State University, a vocational education project in the Seattle secondary schools, and a School of Business. RCU personnel attended state and national conferences and disseminated information about completed projects. However, dissemination is an area that needs to be expanded. (EM)

VT 004 762 ED 018 659
Langdon, Charles L.
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan. Final Report.

Michigan Vocational Education Research Coordinating Unit, Lansing
EDRS PRICE MF-$0.25 HC-$1.60 OEC-5-85-134 08
BR-5-0134
Pub Date - Jun67 38p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *STATE PROGRAMS; RESEARCH PROPOSALS; *VOCATIONAL EDUCATION; INFORMATION DISSEMINATION; *PROGRAM DESCRIPTIONS
MICHIGAN

The Michigan Vocational Education Research Coordinating Unit was established on October 27, 1965, as a part of the Division of Vocational Education of the Michigan Department of Education. Its purposes were to stimulate research and development activities which would improve existing programs, to coordinate occupational research, and to disseminate research information. Its staff consists of a coordinator, two research consultants, a research intern, and two secretaries. Unit activities included (1) identifying research and development needs, (2) identifying innovative leader schools to conduct pilot and demonstration projects, (3) promoting local programs, (4) conducting research training workshops, (5) preparing and disseminating research briefs, (6) giving proposal writing assistance and consultation, and (7) gathering reports for the Educational Resources Information Center. The appendix gives operational policies, funding policies, a list of supported projects, a flow chart of Unit activities, and a bibliography of 22 research briefs. (EM)

VT 004 856
Guidelines for Submitting Occupational Research and Development Proposals to the Bureau of Occupational Education Research the New York State Education Department.

New York State Education Dept., Albany.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 13p.

*RESEARCH PROPOSALS; *GUIDELINES; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *RESEARCH COORDINATING UNITS; PROJECT APPLICATIONS; RESEARCH PROJECTS; RESEARCH NEEDS
BUREAU OF OCCUPATIONAL EDUCATION RESEARCH; NEW YORK

The Bureau of Occupational Education Research of The New York State Education Department is the Research Coordinating Unit (RCU) for New York State. The Bureau is responsible for the promotion, management, evaluation, and dissemination of occupational research under the Vocational Education Act of 1963. Research studies submitted to the Bureau require well-developed proposals dealing with significant educational problems. The format to be used in submitting proposals includes: (1) the cover page, listing the title, sponsor, principal investigator, project approval, duration of project, funds requested, and date of submission, (2) the body of the proposal, stating the problem, objectives, related research, hypotheses, and procedures, (3) the time schedule, (4) personnel by name, title, and educational background and occupational experience, and (5) budget including personnel salaries, travel, supplies, fringe benefits, and miscellaneous costs. Four signed copies of the proposal must be submitted to the Bureau Project Officer. Project budget forms are included for itemizing and summarizing the funds requested under the proposal. (HC)

VT 004 929
Robinson, George A.
RCU Staff Study.

Kansas Vocational Education Research Coordinating Unit, Topeka
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec67 22p.

*RESEARCH COORDINATING UNITS; *PROFESSIONAL PERSONNEL; *NATIONAL SURVEYS; NONPROFESSIONAL PERSONNEL; EDUCATIONAL BACKGROUND; EMPLOYMENT EXPERIENCE

The Director of the Kansas Research Coordinating Unit (RCU) mailed an instrument to each of the 44 RCU's to gather information relevant to RCU staffing patterns. The major interest concerned professional staff positions although data was obtained for nonprofessional staff positions as well. Instruments were returned from 37 (84 percent) of the RCU's. The instrument covered the following items for each staff position: (1) educational background, (2) job title, (3) percent of time devoted to RCU, (4) nature of work other than RCU, (5) years with RCU in this state, (6) years with other state RCU's, (7) highest educational degree held, (8) annual salary, and (9) years experience in education. Some findings were: (1) 29 of the RCU's had full-time directors, (2) 23 of the 33 directors responding to the item had either Ph.D. or Ed.D. degrees, (3) 14 of 34 responding had an annual salary between $12,500 and $14,999, and 13 had an annual salary over $15,000, (4) 11 had an agricultural education background, and (5) the average number of years of experience in education was 16.75. The data is presented in tabular form by position and by RCU. A copy of the cover letter and the instrument used are included. (ET)

VT 005 043 ED 019 493
Haines, Peter G., And Others
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept. Final Report.

Michigan State Univ., East Lansing. Coll. of Education
EDRS PRICE MF-$0.25 HC-$1.20 OEC-5-85-111 08
BR-5-0048
Pub Date - 67 28p.

*RESEARCH AND DEVELOPMENT CENTERS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM DESCRIPTIONS; TEACHER EDUCATION; PROGRAM PLANNING; ADMINISTRATIVE ORGANIZATION; EDUCATIONAL EXPERIMENTS; RESEARCH PROJECTS
MICHIGAN

The progress of the Research and Development (R and D) Program in Vocational-Technical Education during the first 18-month contract period is summarized, and projections are made regarding its future operation. The R and D Program is rooted in the clinical approach to teacher education and program experimentation. This approach utilizes the schools as laboratories for controlled experimentation, and it stresses leadership development and development of demonstration schools. Among the major projects of the program are (1) Vocational Office Block Project, (2) Distributive Education Preparatory Project, (3) Shared Time Project, (4) Rural Schools Project, (5) Evaluation Systems in Local Schools Project, (6) Hospitality Education Project, and (7) Vocational Internship Project. A contract with the United States Office of Education provides for continuation of all major R and D projects for an additional 19 months (until June 30, 1968) the completion of some and the initiation of several new ones. The Program has sponsored a number of conferences and institutes. A task force completed a study of needs for experimental programs and teacher education in health occupations. A 4-week national institute for post-high school teachers of marketing and distribution had 35 participants from 20 states. The initial stage of the R and D Program has shown that it is a viable operation and that it can make significant contributions to the improvement of vocational technical education. (ET)

VT 005 044
Price, Joel W.
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.

New Mexico State Dept. of Education, Santa Fe. Vocational Education Div.
MF AVAILABLE IN VT-ERIC SET. OEG-4-7-063028-1591 08
BR-6-3028
Pub Date - 31Jan68 8p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS; *VOCATIONAL EDUCATION; RESEARCH PROJECTS
NEW MEXICO

Major activities during the quarter included: (1) a statewide recurring manpower survey, (2) a high school curriculum evaluation, (3) the development of guidelines for a transition from a 3-year program in nursing to a 2-year associate degree program, (4) a followup study of graduates at Northern New Mexico State School, (5) a survey to determine priorities of activities of vocational-agriculture teachers, (6) an agreement to fund six position papers in cooperation with the Designing Education for the Future Project, and (7) a display of ERIC materials at the State Teachers' Convention. Materials disseminated consisted of project reports, informational packets for vocational teachers in New Mexico, publications, and research material. The professional staff attended the Training Session ERIC System in Columbus, Ohio, and the State Teachers' Convention and the Conference on Innovative Concepts in Secondary School Scheduling in Albuquerque, New Mexico. Proposed new studies included a comprehensive post-secondary vocational student followup at the three remaining area vocational schools and conferences with the instructional staff of the State Department of Education and the home economics supervisor of Albuquerque Public Schools to plan a project for curriculum revision. (MM)

VT 005 146 ED 019 495
Research Report, 1966-1967.

Connecticut Vocational Education Research Coordinating Unit, Hartford
EDRS PRICE MF-$0.25 HC-$1.48
Pub Date - Dec67 35p.

*RESEARCH PROJECTS; *RESEARCH REVIEWS (PUBLICATIONS); *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH

Abstracts of 31 completed and in-process projects are presented in this annual review of vocational research in Connecticut. Each abstract includes the project number, principal investigator, purpose of the study, source of data, findings and conclusions, and implementation, where possible. Representative project titles are: (1) "A Study of the Need for a Vocational-Technical School in the New London-Groton Area," (2) "Annual Statistical Summary," (3) "Predictive Test Battery--Regional Vocational Technical Schools," (4) "Program Development in Vocational Education in Health Service Occupations at the Secondary and Post-Secondary Levels in Connecticut," (5) "Non-Graduate Terminations in Connecticut Vocational-Technical Schools," (6) "An Experimental Study to Evaluate the Introduction of a Vocationally Oriented Program at the Junior High School Level," (7) "A Study of Beginning Office Workers in Connecticut," (8) "Distributive Education Wholesaling--A Pilot Program at Hartford Public High School," (9) "Graduate Followup Survey--Class of 1966," (10) "A Survey to Determine the Occupational Needs for the Food and Lodging Industry," (11) "Educational Status Study--Division of Vocational Education, (12) "The University and Vocational-Technical Education," (13) "Sophomore IQ Study--Vocational-Technical Schools," (14) "Survey of Training Needs for Diesel Engine Maintenance and Repairmen," (15) "Survey of Training Needs for Small Gasoline Engine Repairmen," (16) "The Establishment of the Research Coordinating Unit in the Connecticut State Department of Education," and (17) "Occupational Education in the Shoreline Area." (MM)

VT 005 163 ED 020 406
Annual Report, November 1965.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-$0.25 HC-$1.92
Pub Date - Nov65 46p.

ANNUAL REPORTS; *RESEARCH AND DEVELOPMENT CENTERS; CONFERENCES; PERSONNEL; *INFORMATION DISSEMINATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; INFORMATION CENTERS; RESEARCH PROJECTS; PUBLICATIONS; GRADUATE STUDY

A 5-year grant from the Ford Foundation supports the Center at the University of Wisconsin. The mission of the Center is to (1) establish a national depository of materials relating to vocational and technical education and an information retrieval and dissemination center, (2) conduct research and development in the field, (3) support graduate study and internship, (4) conduct conferences and workshops, and (5) disseminate research findings. The first year of operation was dominated by staffing, equipping, and initial activities. A reference unit containing over 3,500 separate items, an information retrieval system, and literature search services were established. Summaries of five completed, 13 in process, and two proposed studies covering labor market aspects of vocational education, curriculum, counseling, and graduate trainee followup are included. Graduate research projects and internships were initiated, and two conferences on occupational data requirements and development of leadership abilities for distributive education were held and two others on followup studies and research findings were planned. The Center initiated a series of publications, including the "Journal of Human Resources," a periodic report of Center activities, reprints, brochures on Reference Unit Acquisitions and descriptions of graduate study and research opportunities. Details of the staff makeup and advisory committee activities are included. (JM)

VT 005 190 ED 020 410
Courtney, E. Wayne
Research Needs in Vocational-Technical Education.

Stout State Univ., Menomonie, Wis. Graduate School
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
EDRS PRICE MF-$0.25 HC-$2.20
Pub Date - Apr66 53p.

*RESEARCH NEEDS; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; STATE SURVEYS; *ADMINISTRATOR ATTITUDES; VOCATIONAL DIRECTORS; QUESTIONNAIRES
WISCONSIN

The objective of this study was to identify a starting point for research efforts in the State's vocational and technical education system. The directors of the 64 schools offering vocational and technical programs in the State ranked, according to research importance, the components in 14 categories relating to the broad areas of occupational opportunities, human resources, and educational resources. Although in general, agreement was low, the following components received a plurality of first place rankings of research importance: (1) occupations for which vocational and technical education programs should be available, (2) competencies needed for successful entry, persistence, and advancement, (3) factors affecting motivation of the socioeconomically handicapped to pursue training for gainful employment and to seek employment, (4) improvement of community attitudes toward vocational education as preparation for employment, (5) factors which affect decisions to move and seek employment in new situations, (6) assisting students to cope effectively with career changes throughout life, (7) identifying persons who can benefit from vocational education, and types of training that would be most beneficial, (8) basic skills which are transferable from one occupation to another or which function in clusters, (9) curriculums for new and emerging occupational fields, (10) optimum mix of theory and practice, (11) sources of personnel appropriate to specific staffing needs, (12) effective methods of organizing, administering, and supervising programs of vocational education, (13) effective vocational guidance and counseling procedures, and (14) facilities and equipment necessary to prepare persons to enter and advance in various occupations. The instrument is included. (EM)

VT 005 284 ED 020 415
Taylor, Robert E.
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15, 1968. Progress Report.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-$0.50 HC-$2.96 OEG-3-7-000158-2037 08
BR-7-0158
Pub Date - 68 72p.

*RESEARCH AND DEVELOPMENT CENTERS; *LEADERSHIP TRAINING; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM DESCRIPTIONS; RESEARCH PROJECTS; INSTITUTES; SEMINARS; INFORMATION CENTERS; INFORMATION DISSEMINATION

Activities of the Center for the quarter included continued work on 14 Center research and development projects and on two additional research projects and a research training program funded by special contracts. Leadership development activities included a 2-day meeting for state personnel on information accessibility, four research training sessions, and continuation of work related to the four technical institutes held in the summer of 1967. Proposals were submitted for an institute in programing-planning-budgeting systems, two institutes in leadership development in technical education, and a proposal for "Development of Performance Goals for a New Office and Business Education Learnings System." The Educational Resources Information Center (ERIC) Clearinghouse received 963 documents and completely abstracted and indexed 447 of which 200 were sent to ERIC. Also reported is information about staffing and staff development, the research library, the advisory committee meeting, Center contributions to activities of other groups, leadership roles of Center staff at the American Vocational Association meeting, and expansion of Center facilities. The appendixes include (1) a list of Center publications, (2) a roster of advisory committees and panels, (3) information relating to the National Invitational Research Dissemination Workshop and the ERIC Information Seminar, (4) lists of contributors to Center activities, consulting specialists, and institutional participants, and (5) lists of articles, papers, and presentations of Center staff members. (JK)

VT 005 285 ED 020 416
Vivian, Neal E.
Special Project for Research Training in Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-$0.50 HC-$4.12 OEG-1-7-078451-4576 24
BR-7-8451
Pub Date - 3Dec67 101p.

*EDUCATIONAL PROGRAMS; *VOCATIONAL EDUCATION; *STAFF IMPROVEMENT; *EDUCATIONAL RESEARCH; *RESEARCH METHODOLOGY; PROGRAM EVALUATION

Special research training was provided for 85 individuals in four, 2-day training programs held as presessions to the 1967 American Vocational Association Convention. Two-thirds of the participants were vocational-technical and research personnel from colleges and universities, and the remainder were from research coordinating units, state departments of education, research development units, and public school systems representing 32 states. The broad purpose of the project was to upgrade the research competencies of participants by focusing upon the statistical techniques available for application to critical, researchable problem areas in vocational and practical arts education. The major content topics of the concurrent programs were: (1) applications of regression models to prediction problems, (2) applications of analysis of variance techniques to evaluation problems, (3) applications of nonparametric statistics, and (4) developing data collection instruments. Each program had an instructional team consisting of a statistical specialist and vocational consultant. Summaries of 74 participant evaluation sheets indicated project success in obtaining the objectives. Extensive appendixes include a project narrative, a list of participants, the evaluation summary, summaries of the four programs, and a form for recording participants' plans for applying seminar outcomes. (MM)

VT 005 404
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.

New York State Education Dept., Albany. Bureau of Occupational Education Research
MF AVAILABLE IN VT-ERIC SET. OEG-1-7-063019-2924
Pub Date - 68 11p.

*RESEARCH COORDINATING UNIT; *PROGRAM DESCRIPTIONS; *EDUCATIONAL RESEARCH; *STATE PROGRAMS; *VOCATIONAL EDUCATION
NEW YORK

Activities of the Research Coordinating Unit staff on committees and conferences include: (1) presentation at superintendents' conference of research, dissemination, and services of the Bureau of Occupational Education Research Association convention in Chicago, (3) attendance at National Conference on the Diffusion of Education Ideas in Michigan, (4) sponsorship of the Northeastern States Research Coordinating Units Conference with representation from eight states, (5) presentation at conference on Home Economics Occupational Education for the New York State Bureau of Home Economics, and (6) participation as a committee member and consultant of a Job Fair for Albany area. Other activities include progress on nine on-going projects and development of four proposed projects. Dissemination activities have expanded with the dissemination of research projects from ERIC and the development of a monthly newsletter to serve as a dissemination vehicle. (MM)

STUDENTS AND
STUDENT PERSONNEL SERVICES
SECTION

VT 001 248
Lunder, Robert O.; Ringo, Earl N.
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.

Minnesota Univ., Minneapolis. Bureau of Institutional Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr65 13p.

*AREA VOCATIONAL SCHOOLS; TECHNICAL EDUCATION; VOCATIONAL EDUCATION; *STUDENT CHARACTERISTICS; *POST SECONDARY EDUCATION; ACADEMIC APTITUDE; COMPARATIVE ANALYSIS; *COLLEGE FRESHMEN; JUNIOR COLLEGES; COLLEGES; STATE UNIVERSITIES; HIGH SCHOOL STUDENTS; GRADE 11; ACADEMIC ACHIEVEMENT
MINNESOTA

The purpose of the study was to ascertain certain academic characteristics of first-year post-high school students in the area vocational-technical schools of Minnesota in the Fall of 1964. There were 2,881 first-year students in 17 schools. The preselected measures of academic ability were high school rank, scores of the Minnesota Scholastic Aptitude Test (MSAT), and scores of the Cooperative English Test, Form Z (CET). Data for vocational students were compared with those of freshmen in junior colleges, state colleges, the University of Minnesota, and high school juniors in 1962 to get some idea of the relative position of the vocational students on the academic scale. Data were available for 92 percent of the vocational students on high school rank, 87 percent on MSAT, and 86 percent on CET. Entering vocational school students had a lower high school percentile rank and earned lower scores on the MSAT and CET than entering freshmen in the other institutions. Conclusions included (1) The vocational students as a group came largely from the lower half of the high school population, and (2) Vocational schools were attracting a large number of young adults not being served by any of the public colleges. A cooperative institutional effort to provide programs for all levels of ability and aptitude was recommended. (SL)

VT 001 470
Completion Report on Guidance Counselors Workshops in Health Careers; Development and Trial Phases.

Health Careers Council of Illinois, Chicago
Illinois State Office Superintendent of Public Instruction, Chicago. Dept. of Guidance Services
Sears-Roebuck Foundation, Chicago, Ill.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 14Dec66 62p.

*HEALTH OCCUPATIONS; *WORKSHOPS; GUIDANCE COUNSELING; CAREER PLANNING; *OCCUPATIONAL GUIDANCE
ILLINOIS

Five workshop sessions were held in each of the six state districts of Illinois to convey operational guidance information and tools on health careers to school counselors to improve the effectiveness of school counselor guidance and counseling activities on health careers. In Sessions 1, students in health occupations training presented their views on their chosen fields, education, and high school preparation and guidance (views not included in this report). Session 2 presented descriptions of 50 health occupations by means of a case study. Session 3 included a hospital tour. The fourth session included a presentation by a university guidance professor on new and expanded materials from both theory and practice (presentation not included in this report). The final session reviewed the resources that exist in schools and community for guidance in health occupations. Both counselors and teaching staff concluded that the workshops were successful. Suggested changes and general comments of counselors from workshop evaluations are listed. (PS)

VT 001 913 ED 019 418
Bottoms, James E.
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together, A Report (Atlanta, Georgia, July 21-22, 1966).

Georgia State Dept. of Education, Atlanta. Vocational Guidance Service
EDRS PRICE MF-$0.50 HC-$3.08
Pub Date - Sep66 75p.

*VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; HIGH SCHOOLS; STUDENT PERSONNEL SERVICES; *OCCUPATIONAL GUIDANCE; *SECONDARY SCHOOL COUNSELORS; *COOPERATIVE PLANNING; *CONFERENCES; WORK ATTITUDES; OCCUPATIONS; SOCIAL STATUS; SPEECHES

Approximately 60 Georgia high school counselors and area vocational-technical school staff members participated in a conference to explore working relationships between the two groups and to examine the unique characteristics of the vocational school and the problems related to this type of education. Background papers presented were (1) "Attitudes of the American Public Regarding Prestige Assigned to Various Types of Work" by Raymond Payne, which discussed the universality and timelessness of the sociological trait of assigning prestige to various occupations, (2) "Stereotyped Attitudes Toward Occupations--An Obstacle to Freedom of Choice" by Emeliza Swain, which challenged the audience to examine their own occupational prejudices before attempting to deal with those of students, and (3) "Behavior of Area School Personnel Workers in Working with Surrounding High School Counselors--Relationships, Activities, and Materials" by Kenneth Hoyt, which outlined the relationships and activities of the personnel worker and the high school counselor in forming an effective and responsible alliance. Major problems and solutions identified in group discussions are presented. Reports and recommendations are included for group assignments on (1) defining the role of the counselor and the personnel worker in cooperative efforts to acquaint students with vocational-technical school opportunities, (2) compiling a list of cooperative activities and specific responsibilities for each activity, and (3) compiling specific information needed by counselors and potential vocational-technical students and listing media for making the information available. (PS)

VT 002 246
What's Your Future in the World of Work--Think About It.

Bucks County Public Schools, Doylestown, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 24p.

*CAREER CHOICE; *EDUCATIONAL PROGRAMS; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL NEEDS; *OCCUPATIONAL GUIDANCE

This booklet is designed to inform youth of the opportunities in Pennsylvania for learning and for developing their interests and talents to become productive citizens. The briefly stated concepts are presented in simple, direct language with liberal line drawing illustration. The concepts are: (1) Almost everyone works,

(2) Jobs are changing, (3) It is desirable to be good at a job, (4) Each person may achieve some excellence, (5) Excellence is required, (6) Satisfying work contributes to personal freedom, (7) Education is the means to success in work, (8) Jobs require certain kinds of education, (9) This education is available, (10) Choices must be made, and (11) Help in making choices is available. Different types of educational institutions and their relationships are shown in diagrams. (JM)

VT 002 395 ED 019 442
Experimental Summer Program for High School Seniors and Faculty.

San Francisco City Coll., Calif.
EDRS PRICE MF-$0.25 HC-$1.24
Pub Date - Nov67 29p.

ORIENTATION; JUNIOR COLLEGES; *HIGH SCHOOL STUDENTS; *TECHNICAL EDUCATION; *COUNSELOR TRAINING; VOCATIONAL COUNSELING; GROUP GUIDANCE; SUMMER PROGRAMS; TEACHERS; COUNSELORS; EXPERIMENTAL PROGRAMS; GRADE 12; *OCCUPATIONAL GUIDANCE; *PROGRAM EVALUATION; SUMMER WORKSHOPS; PROGRAM DESCRIPTIONS

The program involved (1) the 6-week enrollment of 222 high school senior students in the San Francisco City College group guidance type courses and in exploratory orientation courses in technical curriculums, and (2) a counselor's workshop to acquaint 29 teachers, counselors, and administrators with the technical offerings of the college and provide them an opportunity to function as vocational guidance workers in a junior college setting. The orientation courses acquainted the students with the range and depth of available technical offerings for preparation for specific careers in business and industry. In addition, the group guidance courses enabled them to learn something about themselves, their attitudes, abilities, achievement, strengths, weaknesses, interests, and personality. The counselors then assisted the students in interpreting and matching these items with job requirements in certain areas and setting realistic occupational goals. Field trips to a number of businesses and industries helped to give purpose and motivation to classroom presentations. The low dropout rate, the 2.66 grade point average, and the responses on evaluation questionnaires indicated that the students were quite pleased with the exploratory experience and felt that it assisted them in career decisions. The workshop counselors felt that they gained counseling skills and increased their understanding of the occupational offerings, and the instructors of the orientation courses generally praised the program. (HC)

VT 002 708
Technical-Vocational Education at Diablo Valley College, A Counselor's Guide for the Purpose of Advising Students of Educational Opportunities.

Diablo Valley Coll., Concord, Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 41p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; VOCATIONAL COUNSELING; *COMMUNITY COLLEGES; *CURRICULUM; *OCCUPATIONAL INFORMATION; ASSOCIATE DEGREE

Counselors, teachers, and administrators may use this guide in counseling students as to the occupational preparation available in Diablo Valley College. Two-year college programs leading to Associate in Arts degrees and employment or transfer to a 4-year college are presented for the areas: (1) business and management which includes curriculums in bookkeeping and accounting, business management, data processing, general office training, restaurant and cafeteria operation, retailing, and secretarial training, (2) applied and graphic arts which includes a curriculum in apparel design, (3) technologies which includes curriculums in architecture, engineering, engineering electronics, industrial electronics, and technical-industrial processes, (3) health services which includes curriculums in dental assisting, dental hygiene, and licensed vocational nursing, and (4) services which includes a course in police science. Each curriculum contains an occupational description, the employment outlook, requirements for admission, a source of additional information, and courses listed by semester. (WB)

VT 003 233
Kostenbauder, Scott
A Description of A Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.

Pennsylvania State Univ., University Park. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 2Aug67 4p.

*OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; *COMPUTER PROGRAMS

The computer-assisted occupational information program is written in Coursewriter language. The student aptitude scores and a student reference number are stored in the computer. The student responds, through the terminal, to a series of questions relating to his preferences and selects an occupation for examination. A summary description of the occupation is provided by the terminal typewriter. The student may ask for a detailed description of this occupation, go to another occupation, or go back to change his answers to the preference questions. The detailed description provides a comparison routine which points out discrepancies between the student's responses to the preference questions and conditions of the selected occupation. These comments are advisory in nature to remind the student to be aware of the differences. A visual display of a worker in several typical jobs of the occupation is shown, and a recorded interview with this typical worker is played. This display and recording is made accessible, selected, shown, and played by computer control. After the tape segment has been played, the typing of information resumes. After the occupation is completely described, the student is then returned to another point of selection, or he may ask the computer to suggest a list of possible occupations using his aptitude scores and answers to the preference questions. Variations of this process may continue until the student receives all the information desired about various occupations. (HC)

VT 003 237
Foree, Robert
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 67p.

*HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; *VOCATIONAL FOLLOWUP; GRADUATE SURVEYS; *DROPOUTS; *GRADUATES; INDIVIDUAL CHARACTERISTICS; VOCATIONAL SCHOOLS; MANPOWER DEVELOPMENT; DROPOUT CHARACTERISTICS LARAMIE; WYOMING; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Eighty-nine percent of 48 graduates and 64 percent of the 50 dropouts of the Laramie Vocational School during its 4 years of operation responded to a questionnaire to determine factors causing students to leave school and those which distinguished between students who withdrew from and those who completed the course. Data were furnished by the 71 percent of the returns which were usable and by school records. The only significant item on the questionnaires which seemed to have a bearing on predicting success was the employment of the mother when the student was a child. The probability of success seemed to be smaller for the student whose mother worked while she was a child. Information from school records indicated: (1) The probability of success increases with the age of the student, (2) I.Q.'s below 100 limit chances of success in 7 to 20, (3) Prenursing test percentiles below 50 limit success to 4 in 20, and (4) Married students have a higher percentage of success than single students. Recommendations concerned (1) student selection, (2) physical facilities, (3) curriculum, and (4) other factors such as increasing the course length, providing the prospective student with more information, providing more student counseling, avoiding downgrading students and showing favoritism, and continuing the school. (JK)

VT 003 276   ED 018 620
Bruton, John C.
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

Oklahoma State Univ., Stillwater
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-8370, microfilm $3.00, xeroxed copy $4.60).
Pub Date - May67 91p.

*VOCATIONAL AGRICULTURE; *ANIMAL SCIENCE; *COLLEGE FRESHMEN; RURAL YOUTH; *AGRICULTURAL COLLEGES; *ACADEMIC ACHIEVEMENT; EDUCATIONAL BACKGROUND
OKLAHOMA

A written examination was administered to 605 freshmen enrolled in Oklahoma colleges offering agricultural programs to determine whether certain background experiences contributed to the student's knowledge and understanding of major concepts in animal science, to make information available to the Animal Science Department of Oklahoma State University for possible sectioning of animal science students, and to provide a useful instrument for counseling high school students. A two by two factorial design was used to classify students into four groups according to numbers of years of vocational agriculture completed and years lived on a farm. High percentiles were used as measures of academic achievement. Students' scores on the animal science test in inverse relationship to their ACT percentile scores, but their animal science test scores increased in proportion to farm experience and education in vocational agriculture. The proportion of students participating in various work experiences was similar regardless of farm experience background. Some conclusions were: (1) Those students having farm experience, vocational agriculture education while in high school, and some combination of animal science projects in their supervised farming program had more knowledge and understanding of animal science than any other combination of experiences investigated, and (2) The granting of credit in a basic animal science course to entering students with satisfactory subject examination scores should be permitted. The appendixes contain the animal science examination, introductory letters, and other related data. (WB)

VT 003 763
Straus, Murray A.; Sudia, Cecelia E.
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

MF AVAILABLE IN VT-ERIC SET.
Rural Sociology; v30 n3 p291-298b September 1965.
Pub Date - 65 12p.

*SECONDARY SCHOOL STUDENTS; *GOAL ORIENTATION; MALES; FAMILY STATUS; *ASPIRATION; VOCATIONAL INTERESTS; SOCIAL INFLUENCES; BUSINESS SKILLS; *FARM MANAGEMENT; STUDENT CHARACTERISTICS; PERSONALITY ASSESSMENT; *PERSONAL VALUES
WASHINGTON COUNTY; WISCONSIN

Data obtained from 416 junior and senior boys enrolled in Washington County, Wisconsin, high schools were compared by farm, working class, and middle class family background on evaluative, cognitive, and affective aspects of entrepreneurial orientation. The hypothesis was that farm-reared boys would be the least entrepreneurially oriented of the three occupational groups studied. Data were collected by a questionnaire consisting of items selected to form Guttman and summated rating scales for each of the variables under study. Some findings were: (1) The farm boys had the lowest scores on the Business Values Profiles, the Business Knowledge Test, and the Business Career Interest Scale, (2) The middle class boys had the highest scores on the tests, and (3) The scores of sons from working class families were in between the two other groups but closest to the farm group. It was concluded that there were marked occupational class differences in the aspects of personality which has been called entrepreneurial orientation. To achieve the occupational aspirations and perform successfully in the role of farmer or small business man, the working class and farm boys need the knowledge and justifying ideology which the present research shows they lack. (WB)

VT 003 767
Straus, Murray A.
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

MF AVAILABLE IN VT-ERIC SET.
Rural Sociology; v27 n3 p257-74 Sep 1962.
Pub Date - 62 18p.; Reprint.

*HIGH SCHOOL STUDENTS; MALES; RURAL YOUTH; URBAN YOUTH; SUBURBAN YOUTH; *WORK EXPERIENCE; *INCOME; EXPENDITURES; CHILD ROLE; *CHILD RESPONSIBILITY; GRADE 11; GRADE 12; SURVEYS; COMPARATIVE ANALYSIS
WISCONSIN

Selected aspects of the work experience, income, expenditure responsibilities, and family work role orientation for 470 high school boys attending the 11th and 12th grades in a metropolitan fringe county of Wisconsin were analyzed from data obtained from questionnaires and school records. Comparisons were made among farm, fringe, and town boys of similar socioeconomic levels. Some findings were: (1) There was near universality in task assignment starting with age 17 for the farm group and age 8 for the non-farm boys, (2) Parents expressed concern for providing meaningful work role learning experiences for their sons, (3) Farm boys worked longer hours, earned less, and were given less responsibility in providing for their needs from funds under their direct control than were the non-farm boys, and (4) The emphasis on work as an important part of the socialization process held for all residence groups but was more marked among farm families. It was concluded that the findings on fiscal responsibility for farm boys were a disfunctional element in the role structure of farm families. Further analytic research is needed to determine the motivations, values, and structural supports and constraints which account for variations in the fiscal and work roles assigned to children and the sanctions used to teach these roles. (WB)

VT 004 009
Adams, Spencer D.
The Degree to Which Utah High Schools Students Are Being Oriented as to Vocational and Technical Goals.

Brigham Young Univ., Provo. Dept. of Industrial Education
Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 129p.

SENIORS; *STUDENT OPINION; *OCCUPATIONAL GUIDANCE; *PROGRAM EFFECTIVENESS; *HIGH SCHOOL STUDENTS; OCCUPATIONAL CHOICE; *GOAL ORIENTATION; VOCATIONAL EDUCATION; TECHNICAL EDUCATION
UTAH

The purpose of this study was to determine the degree to which high school seniors had been oriented toward vocational goals during high school. Of the 701 males and 579 females surveyed in 31 schools, 40.6 percent were in a general, 33 percent in a college preparatory, 10.4 percent in an industrial vocational, 13.8 percent in a commercial or business, and 2.1 percent in a special curriculum. Findings included: (1) 27.3 percent of the students had not visited the counselor, (2) 31.6 percent had made one or two visits, (3) 62.8 percent of the males and 69.7 percent of the females indicated that counselors had no influence on their occupational plans, (4) About 42 percent planned to attend college while about 6.6 percent planned to attend a vocational or technical school, (5) About 70 percent of those who had selected an occupation did so between grade 10 and graduation, and (6) 91.4 percent stated they would like to have learned more about job opportunities. It was concluded that students are not being oriented to vocational and technical occupations. Recommendations concerned conducting workshops to acquaint counselors with student occupational opportunities, testing student interests and abilities with results to be interpreted by counselors, defining and recognizing counselor responsibilities, and establishing vocational and technical schools and vocational guidance programs. The questionnaire is included. (EM)

VT 004 046
Kiefert, James J.
The Migration Aspiration of North Dakota Senior Males. Research Report-7.

North Dakota Univ., Grand Forks
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug67 22p.

*MIGRATION; GRADE 12; SURVEYS; MALES; *ASPIRATION; *STUDENT ATTITUDES; STUDENT CHARACTERISTICS; OCCUPATIONAL CHOICE
NORTH DAKOTA

Of 1,744 senior boys from 75 schools who responded to questionnaires to find if those who intended to migrate differed significantly from those who did not intend to migrate, 1,185 had low migration aspiration and 558 had high migration aspiration. The perceived social cost of migration did not appear to be a factor in migration. Although the prestige of the planned occupation was not reliably related to migration aspiration, the degree of certainty of occupational choice was higher in the high migration aspiration group. Students who planned to migrate had a higher mean composite score on the Iowa Test of Educational Development than those of the low migration aspiration group. The attitude of the student toward his present community was reliably related to his migration aspiration. Factors having no relation to migration aspiration appeared to be education aspirations, ratings of aid provided by the school in making occupational and educational plans, size of school class, and occupational prestige of fathers, occupational levels of parents, or family income. Students with high migration aspiration lived in larger communities and had lived fewer years in their present community. Students living on farms or communities of less than 1,000 had generally lower migration aspiration although many in the group probably will be forced to move in order to earn a living. This suggests a need for special counseling of these students during their high school years. (MM)

VT 004 615 ED 020 352
Drabick, Lawrence W.
Perceived Sources of Influence Upon Occupational and Educational Expectations.

North Carolina Univ., Raleigh. N.C. State Univ.
North Carolina Agricultural Experiment Station, Raleigh
EDRS PRICE MF-$0.50 HC-$3.20
Educ-Res-Ser-8; Prog-Rep-Ser-50-1967
Pub Date - 67 78p.

SENIORS; *OCCUPATIONAL CHOICE; *ACADEMIC ASPIRATION; PARENT ATTITUDES; RACIAL DIFFERENCES; SEX DIFFERENCES; INTELLIGENCE DIFFERENCES; RURAL URBAN DIFFERENCES; *HIGH SCHOOL STUDENTS; RACE INFLUENCES; *DECISION MAKING; PARENT INFLUENCE; ENVIRONMENTAL INFLUENCES; INTERVIEWS
NORTH CAROLINA

Influences which high school seniors perceive as affecting their occupational and educational aspirations were investigated. Group-administered interview schedules were completed by 1,068 seniors in 12 high schools basically attended by white students and 11 high schools predominantly attended by Negro students. Differences in perceptions were categorized by race, sex, intelligence, and residence. Variables included sources of influence upon occupational or educational decisions, particularly the attitude of the mother, attitude of the father, and influence of the high school education. Though most students perceived occupational choice as their own, parents were the most important external source of influence, especially among those of lower intelligence. The most frequently mentioned extra-familial source of influence upon occupational decisions was the teacher. Negroes were influenced more by the mother, as were females of both races. Residential differences between rural and urban environments were slight. High school education was perceived as having an important effect in occupational decisions with the degree of influence varying among the categories. Students also perceived educational decisions to be their own with the most frequently mentioned external influence being the mother. Differences in sources of influence of educational decisions were found in sex, race, intelligence, and residence categories. (JM)

VT 004 621 ED 020 354
Harp, John, And Others
Expectations and Realities--A Study of Migration Behavior of Youth. Bulletin No. 69.

New York Agricultural Experiment Station, Ithaca
EDRS PRICE MF-$0.25 HC-$1.72
Pub Date - Mar67 41p.

*OCCUPATIONAL CHOICE; *MIGRATION; *HIGH SCHOOL GRADUATES; PARENTAL BACKGROUND; SOCIOECONOMIC STATUS; STUDENT ATTITUDES; HIGH SCHOOL CURRICULUM; LONGITUDINAL STUDIES; INDIVIDUAL CHARACTERISTICS
NEW YORK

School records and questionnaires responses obtained from 590 high school senior boys and girls in 18 public high schools in a rural, northern New York county in 1962 and from 75 percent of this group again in 1965 provided migration behavior information. More than 80 percent of the 1965 respondents had changed place of residence during the intervening 3 years, although 47 percent had remained within the county. It was apparent that selective migration did take place and that the extent of migration was influenced by certain differential opportunities afforded the individual. The migration of males was more clearly connected to various differential factors than that of females. Factors significantly related to a respondent's migration were family socioeconomic status, father's education, and when compared with other respondents, a high school curriculum including fewer vocational majors, a higher aptitude, and a lesser identification with the community. The education of the mother, residential background, and school size were not significantly related to migration. Of those respondents carrying out their vocational and educational plans, 73 percent maintained consistency in their plans to migrate, while only 60 percent of those who did not carry out their plans maintained this consistency. This finding has particular significance in that it points to the interrelatedness of migration and occupational choice for the high school youth. (JM)

VT 004 736 ED 020 378
McMillion, Martin B.
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-12381, microfilm $3.00, xeroxed copy $6.80).
Pub Date - 66 133p.

*VOCATIONAL AGRICULTURE TEACHERS; *HIGH SCHOOL STUDENTS; *SEMANTICS; SOCIOECONOMIC STATUS; *VOCABULARY; *VOCATIONAL AGRICULTURE
ILLINOIS

The purpose of the study was to determine (1) whether three different socioeconomic groups of students and vocational agriculture teachers placed different connotative meanings on certain words and phrases important in vocational agriculture, and (2) the extent to which teachers recognized differences existing among students. Pupils in 21 Illinois high schools were classified into three socioeconomic groups in each of four high school grades by use of the Sims SCI Occupational Rating Scale. A stratified random sample of 20 students from each of the 12 stratifications and 21 teachers completed a semantic differential scale. Multivariate analysis of variance was used to test hypotheses. Grade level was not related to the connotative rating of any of the 11 words or phrases. The socioeconomic level was related to connotations of the words "leadership" and "cooperation". "Leadership was valued more highly by the lower than the upper socioeconomic group, and "cooperation" was valued more highly by the middle than the highest socioeconomic group. Teachers predicted the meaning pupils placed on the words and phrases equally well for the 12 subgroups and were more in agreement with the meanings which juniors and seniors placed on the words and phrases than with the meanings freshmen and sophomores placed on them. This Ed.D. dissertation was submitted to the University of Illinois. (JM)

VT 004 753 ED 020 380
Kuvlesky, William P.; Ohlendorf, George W.
A Bibliography of Literature on Status Projections of Youth. I, Occupational Aspirations and Expectations. Departmental Information Report No. 67-10.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology
EDRS PRICE MF-$0.50 HC-$2.40
Pub Date - Sep67 58p.

*OCCUPATIONAL ASPIRATION; *YOUTH; *BIBLIOGRAPHIES; *OCCUPATIONAL CHOICE; *SOCIAL STATUS; SOCIAL MOBILITY; OCCUPATIONAL MOBILITY; HIGH SCHOOL STUDENTS; COLLEGE STUDENTS

One of a series intended to serve as a comprehensive listing of the literature from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth, this report lists 621 citations arranged alphabetically by author under journal articles, bulletins, reports, and unpublished material. Publication dates range from approximately 1938 to 1967. Nineteen citations on the relationship of occupational orientation to subsequent behavior, with publication dates from 1937 to 1967, are included in a separate listing. Researchers in the problem area of status projections of youth may use the bibliography as a guide to sources of information for planning and interpreting studies. Bibliographies on educational aspirations (VT 004 754) and residence, income, and family orientation (VT 004 755) are available. (ET)

VT 004 754 ED 020 381
Ohlendorf, George W., And Others
A Bibliography of Literature on Status Projections of Youth. II, Educational Aspirations and Expectations. Departmental Information Report No. 67-11.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology
EDRS PRICE MF-$0.25 HC-$1.52
Pub Date - Sep67 36p.

*YOUTH; *BIBLIOGRAPHIES; *SOCIAL STATUS; SOCIAL MOBILITY; HIGH SCHOOL STUDENTS; COLLEGE STUDENTS; OCCUPATIONAL CHOICE; ASPIRATION; *ACADEMIC ASPIRATION; *EDUCATIONAL ATTITUDES

One of a series intended to serve as a comprehensive listing of the literature, from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth, this report lists 323 citations, arranged alphabetically by author under books, journal articles, bulletins, reports, and unpublished material. Publication dates range approximately from 1949 to 1967. The report should serve to guide researchers of the problem area of status projections of youth to sources of information that can be used to plan and interpret their studies. Bibliographies on occupational aspirations and expectations (VT 004 753) and residence, income, and family orientation (VT 004 755) are available. (ET)

VT 004 755 ED 020 382
Ohlendorf, George W.; Kuvlesky, William P.
A Bibliography of Literature on Status Projections of Youth. III, Residence, Income, and Family Orientation. Departmental Information Report No. 67-12.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology
EDRS PRICE MF-$0.25 HC-$0.84
Pub Date - Sep67 19p.

*BIBLIOGRAPHIES; *YOUTH; *SOCIAL STATUS; *ASPIRATION; SOCIAL MOBILITY; RURAL YOUTH; MIGRATION; OCCUPATIONAL MOBILITY; OCCUPATIONAL CHOICE; INCOME; GOAL ORIENTATION; FAMILY ATTITUDES

One of a series intended to serve as a comprehensive listing of the literature, from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth, this report lists 142 citations, including books, journal articles, bulletins, reports, and unpublished material, which are arranged alphabetically by author under the subjects residence, income, and family orientations. Publication dates range from approximately 1949 to 1967. The report should serve to guide researchers of the problem area of status projections of youth to sources of information that can be used to plan and interpret their studies. Bibliographies on educational aspirations and expectations (VT 004 754) and occupational aspirations and expectations (VT 004 753) are available. (ET)

VT 004 769 ED 017 719
Ashcraft, Marion Gilbert
An Analysis of the Effect of the High School Curriculum Upon College Achievement.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
New Mexico State Univ., Las Cruces
EDRS PRICE MF-$0.50 HC-$5.12
Pub Date - Oct67 126p.

COMPARATIVE ANALYSIS; SEX (CHARACTERISTICS); *HIGH SCHOOL CURRICULUM; *ACADEMIC ACHIEVEMENT; *COLLEGE STUDENTS; COLLEGE PREPARATION; GRADE POINT AVERAGE; LITERATURE REVIEWS
NEW MEXICO

The principal objective of this study was to determine the effects of 2 different high school curriculums, college preparatory and noncollege preparatory, on college achievement. High school transcripts of 906 entering freshmen, ranked on the basis of the percentage of college preparatory courses included, were divided at the first and third quartiles. Group A included 228 transcripts which indicated at least 73 percent college preparatory courses and Group B included 226 which indicated less than 59 percent of such courses. College grade point averages were analyzed for combined and for separated male and female samples for eight consecutive semesters of college with the American College Test composite score as the statistical control of ability. On the basis of this score, Group A excelled Group B, but when scores were adjusted to a common mean, no significant difference existed for achievement, the college entered, or sex. An analysis of variance of college grade point average on male and female subsamples showed that significant differences of ability existed between the two groups but achievement was not significantly different for the last six semesters. The data tended to indicate that the high school curriculum was not highly critical but that general intelligence and nonintellective factors were more decisive to college achievement. The data collection instrument, tabular data, and a bibliography are included. (EM)

VT 005 091 ED 019 494
Cushman, Harold R., And Others
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.

New York State Coll. of Agriculture, Ithaca. Div. of Agricultural Education
EDRS PRICE MF-$0.25 HC-$2.36 OEG-1-6-000369-0655 08
BR-5-0161
Pub Date - 67 57p.

*VOCATIONAL AGRICULTURE; *COOPERATIVE EDUCATION; *EMPLOYER ATTITUDES; *STUDENT ATTITUDES; *PARENT ATTITUDES; AGRICULTURAL MACHINERY; OCCUPATIONS; ORNAMENTAL HORTICULTURE; OCCUPATION; SURVEYS; INTERVIEWS; QUESTIONNAIRES

The purpose of the study was to determine the concerns and expectations of students, parents, and employers regarding prospective participation in work experience programs. Concerns and expectations cited in previous studies were included in an interview schedule which was field tested, refined, and administered to 105 ornamental horticulture and agricultural mechanization students, one or both parents of 102 students, and 52 prospective employers. Major student concerns related to program quality, interference of program with other activities, costs, and employers. Parents were principally concerned about transportation, employers, adequacy of on-the-job supervision, and interference with other activities. Employers were concerned mostly about work period length and student selection. Students expected specific training, credit toward graduation, good employers, and minimum wages. Parents expected credit toward graduation, insurance coverage, and good employers. Employers expected varied work, good students, school training for the specific occupation, worthwhile work period length, and teacher coordination of the program. The implications of the findings for directed work experience programs are given. The appendixes include (1) a description of directed work experience programs in agriculture, (2) lists of duties and responsibilities of students, parents, and employers, and (3) the interview schedules. (JM)

VT 005 474 ED 018 675
Law, Gordon F.
Research Visibility. Vocational Education Is Service--Vocational Guidance.

EDRS PRICE MF-$0.25 HC-$0.72 OEG-2-7-070633
American Vocational Journal; v43 n3 March 1968
Pub Date - Mar68 16p.

*BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *OCCUPATIONAL GUIDANCE; *COUNSELOR TRAINING; RESEARCH REVIEWS (PUBLICATIONS); VOCATIONAL DEVELOPMENT; HIGH SCHOOLS; CONFERENCES; SYSTEMS APPROACH

Nineteen reviews in this issue pertain to vocational guidance and are organized by topics: (1) "Systems Technology in Guidance" reviews an exploratory study of information processing procedures and computer applications in guidance, and a conference on systems development for vocational guidance, (2) "Career Development Theory and Practice" treats guidance curriculum planning and a career simulation game, (3) "Counselor Training Programs and Institutes" describes nine counselor training programs, (4) "Regional Resources" describes the San Diego Career Information Center, and (5) "Experiments and Developmental Studies" reviews a creative thinking test validation study, the development of an instrument to measure achievement motives in vocational education, guidelines for research and practice in guidance, an instrument to appraise social readiness for employment, and a study of junior college students in occupational education. "Plain Talk," a continuing column, discusses some gaps and weaknesses of the guidance phase of vocational education and warns that reliance on man-machine systems may cause counselors to lose their ability to relate to students, recommends more emphasis on the theoretical rationale of counseling, and points out that the job placement phase had been neglected. The bibliography lists 16 related studies which are in process. (EM)

VT 005 648   ED 019 517
Cooke, Lot H. Jr.; Morine, John P.
Summer Institute for Vocational Counseling and Guidance Personnel (Fitchburg, Massachusetts, November 28, 1966).

EDRS PRICE MF-$0.25 HC-$1.28   OEG-1-6-062347-0712   95
BR-6-2347

Pub Date - 28Nov66 30p.

*SUMMER INSTITUTES; *GUIDANCE PERSONNEL; *VOCATIONAL COUNSELING; PROGRAM DESCRIPTIONS; *DISADVANTAGED YOUTH; *URBAN YOUTH; PROGRAM EVALUATION; QUESTIONNAIRES

Thirty-four public school guidance counselors from six New England states, New York, and New Jersey participated in an institute to become acquainted with the problems and special techniques involved in counseling the urban disadvantaged student. The program consisted of lectures by outstanding authorities in the field, limited discussion periods, visits to local industry and vocational schools, and actual practice in techniques such as job analysis. Thirty-three participants responded to a questionnaire which requested their reactions to the institute. In general, the participants felt that they had received much benefit from the institute, but claimed that it had featured too many lectures, left too little time for discussion and practice, and left them sketchily prepared to actually employ the new techniques in school situations. The background of the institute, purposes, methods or procedures, and results are discussed. A list of lecturers, institute activity schedule, participant application form, questionnaire form, and a table of questionnaire results are given in the appendix. (PS)

VT 005 710   ED 019 520
Gysbers, Norman C.
Proceedings, National Seminar on Vocational Guidance, (Northern Michigan University, August 21-26, 1966).

American Vocational Assn., Washington, D.C.
American Personnel and Guidance Assn., Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.28   OEC-2-6-062207-0727   08
BR-6-2207

Pub Date - Jun67 156p.

*OCCUPATIONAL GUIDANCE; *SEMINARS; ELEMENTARY SCHOOL GUIDANCE; HIGH SCHOOLS; GUIDANCE PROGRAMS; COUNSELOR QUALIFICATIONS; STATE SUPERVISORS; VOCATIONAL DIRECTORS; VOCATIONAL DEVELOPMENT; RESEARCH AND DEVELOPMENT CENTERS; OCCUPATIONAL INFORMATION; VOCATIONAL EDUCATION; EMPLOYMENT SERVICES; CURRICULUM; STATE DEPARTMENTS OF EDUCATION; PROFESSIONAL ASSOCIATIONS; INTERAGENCY COOPERATION; LABOR UNIONS; BUSINESS RESPONSIBILITY; SCHOOL INDUSTRY RELATIONSHIP; SUMMER INSTITUTES; GOVERNMENT ROLE; INFORMATION CENTERS
*NATIONAL SEMINAR ON VOCATIONAL GUIDANCE

Approximately 117 educators and representatives from other areas participated in a seminar to improve guidance services through improvement of state supervisory services. Major speeches were: (1) "The Influence of the State Supervisor on the Future of Vocational Guidance" by K.B. Hoyt, (2) "Recent Conferences on Career Development and Vocational Guidance" by H. Borow, (3) "Educational and Occupational Information from Kindergarten to Grade 12--Implications for Supervision and Counselor Education" by R. Hopsock, (4) "Making Vocational Guidance Real to the Noncollege Bound Student" by G. Venn, (5) "ERIC--Educational Research Information Centers" by C. Harris and G. Walz, and (6) "Three Needs of School Guidance--Review, Refresh, Reorient" by R. Getson. Two panels "State Level Guidance Responsibilities, Programs, and Needs as Viewed by State Directors of Vocational Education" and "Resources for Vocational Guidance," and a dialogue, "APGA-AVA Relationships" by L. Burkett and W. Dugan were presented. Summaries of 11 group session programs concern a career program, institutes, plant-industry-business workshops, and guidance programs, activities, and resources. Reports of seven work groups concern program proposals, information needs, testing services, counselor preparation, and methods and techniques in establishing vocational courses or area vocational schools. (JK)

VT 005 952
Campbell, Robert E., And Others
The Choice of Vocational Education as an Educational Opportunity: A Bibliography.

American Personnel Guidance Assn., Washington, D.C.
American School Counselors Assn., Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb68 15p.

*BIBLIOGRAPHIES; OCCUPATIONAL GUIDANCE; *OCCUPATIONAL CHOICE; OCCUPATIONAL ASPIRATION; VOCATIONAL INTERESTS; *EDUCATIONAL INTEREST; *STUDENT NEEDS; STUDENT MOTIVATION; STUDENT ATTITUDES; HIGH SCHOOL STUDENTS; STUDENT ABILITY; *VOCATIONAL EDUCATION

The search of the literature cited in this document was completed in January 1968. Approximately 200 references were cited by reviewing the following sources retroactive to 1960: (1) American Vocational Journal, (2) Education Index, (3) ERIC Clearinghouse on Vocational and Technical Education, Columbus, Ohio, (4) Personnel and Guidance Journal, (5) Poverty and Human Resources Abstracts, (6) Psychological Abstracts, (7) Selected Bibliographies, (8) Sociological Abstracts, and (9) Vocational Guidance Quarterly. (MM)

TEACHERS AND TEACHER EDUCATION SECTION

VT 000 218
East, Marjorie
The Role of Teacher Education Institutions. Changes Needed in State Certification Requirements.

Ohio State Univ., Columbus. Center for Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 5p.; Speech delivered at the Seminar for Home Economics Leaders (Ohio State University, March 1966)

SPEECHES; *OCCUPATIONAL HOME ECONOMICS; *CERTIFICATION; *TEACHER QUALIFICATIONS; *HOME ECONOMICS TEACHERS

The major purpose of teacher certification is to insure a minimum level of exposure to education in hopes that the exposure will provide adequate entrance skills and potentialities for growth in the teaching profession. Principles basic to any state plan for certification are to (1) work cooperatively to establish minimum standards for certification, (2) establish responsibility for individual certification of teachers, (3) establish special provisions for certifying experienced homemakers who are graduate home economists but who did not take a teacher-education program and refresher provisions for teachers who have not been professionally active for some years, and (4) establish reciprocal certification arrangements between states at the secondary level. Current issues in the preparation of teachers for occupational programs include: (1) Shall teachers have occupational experience themselves, (2) Shall these occupational teachers have a full college preparation and meet all certification requirements, and (3) Shall teachers have special courses to help them to teach occupational education. Speaking tentatively, a teacher certified to work in occupational programs should have a regular home economics teacher's certificate, a minimum of one year's experience in home economics teaching, at least 3 months' job experience, a minimum of six credits of special course work in planning and teaching in occupational programs, and required cooperative work with other occupational teachers in yearly workshops or institutes. (MS)

VT 000 936 ED 018 553
Frank, Sheldon, And Others
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.

Michigan State Univ., East Lansing. Coll. of Education
EDRS PRICE MF-$0.25 HC-$0.96
Pub Date - Jul66 22p.

*ANCILLARY SERVICES; *BUSINESS EDUCATION; *COLLEGES; UNIVERSITIES; QUESTIONNAIRES; SCHOOL SIZE; COLLEGE PROGRAMS; *ENROLLMENT TRENDS; *TEACHER EDUCATION; NATIONAL SURVEYS; EDUCATIONAL RESEARCH; INSTRUCTIONAL MATERIALS

A study was made to identify the current thinking and practices of business education leaders in colleges and universities in regard to ancillary services. Questionnaires were sent to 293 colleges and universities and returns were received from 175 representing 46 pstates, the District of Columbia, and Puerto Rico. A substantial percentage of the schools carried on research projects and consulting functions and provided occupational information services. Teaching aids, audiovisual aids, and simulation projects were developed rather consistently by a substantial percentage of the schools. A majority of ancillary services were distributed free with the exception of films and filmstrips. Workshops and conferences were sponsored by the business education departments in the following order of frequency: programs for experienced teachers, conferences for supervisors of student teachers, and conferences and workshops for first-year teachers. Over half of the schools active in ancillary services were in the small category (7,500 students or below) and offered degrees beyond the bachelor's. The medium-sized and very large institutions had shown a very favorable attraction for business education majors while the small and medium-large were definitely lagging. The growth patterns for institutions as a whole were ahead of business education department growth patterns in all school-size categories identified. A substantial percentage of the schools indicated that business education curriculum revision should be based primarily on followup information on business teacher problems, technological innovations, and educational research. (PS)

VT 001 245
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.

Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr65 1p.

*EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PROJECTIONS; *VOCATIONAL EDUCATION TEACHERS; *STATE SURVEYS
MICHIGAN

Questionnaires returned by 320 K-12 districts and 13 community colleges indicated (1) 3,259 vocational-technical teachers were currently employed, (2) 261 were currently needed, (3) 1965-66 needs totaled 634, and (5) 1970 projections indicated 1,862 additional teachers would be needed. Occupational subject areas covered by these schools are (1) agriculture, (2) office occupations, (3) distributive occupations, (4) home economics, (5) industrial occupations, (6) food service occupations, (7) health service occupations, (8) public service occupations, (9) tourist and resort occupations, and (10) management development. (EM)

VT 001 830
Ford, Roxanne R.
Attitudes of Home Economics Teachers Toward Children.

Minnesota Univ., Minneapolis. Bureau of Educational Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 49p.

HOME ECONOMICS EDUCATION; *TEACHER ATTITUDES; TEACHER SUPERVISION; TEACHER EDUCATION; *TEACHER EXPERIENCES; FEMALES; COLLEGE STUDENTS; STUDENT ATTITUDES; LONGITUDINAL STUDIES; *HOME ECONOMICS TEACHERS; *CHILDREN; *TEACHER CHARACTERISTICS; SURVEYS; BEGINNING TEACHERS; ATTITUDE TESTS
*MINNESOTA TEACHER ATTITUDE INVENTORY

To determine home economics teacher attitudes toward children, the hypotheses were examined: (1) Changes in attitude take place during the college period, and (2) Factors of student and teacher background and experience are associated with such changes. In the first phase of the study, data were derived from a data sheet and the Minnesota Teacher Attitude Inventory (MTAI) administered to a stratified random sample of 1,939 experienced homemaking teachers from six states. There were statistically significant differences in the attitudes toward children shown by teachers in the several states, by graduates of the different institutions, and by teachers in school systems of different sizes: teachers in the middle-sized schools

16 to 75 faculty) earned the highest mean scores. Although the results were not statistically significant, a trend was evident that teachers who found teaching loads satisfactory, had more recently enrolled in college credit courses, had engaged in youth activities, taught in a vocational home economics department, and found supervision helpful had more accepting attitudes toward children. In the second phase, a longitudinal study used similarly derived data from 1,326 freshmen from seven institutions and nine teachers colleges and the same students remaining as juniors, seniors, and first-year teachers. Subjects from these institutions showed a gain in MTAI mean scores between the freshman and senior years but a drop for the first-year teachers. Positive statements based on findings from the very small number remaining in the study (68 freshmen, 85 seniors, and 90 first-year teachers) could be made. Four substudies showed that (1) Teachers with 20 or more years of experience had lower MTAI mean scores than those in other experience groupings, (2) The low mean Ohio scores, compared to those in the five other states, might be accounted for by a higher proportion of older teachers in the sample, a higher proportion of the sample drawn from large cities, and a more heterogeneous school sample, (3) In Iowa, no significant relationship existed between the MTAI and the Johnson Home Economics Interest Inventory scores, and (4) In Minnesota, the vocational teachers made higher MTAI scores than nonvocational, and supervisors of student teachers scored almost twice as high as others. Implications for teacher education and preservice education are presented. This is Chapter 2 of "Home Economics Teachers, Preservice and Inservice Levels, Their Interest in Teaching, Their Attitudes Toward Children and Families" (VT 001 255). Other chapters are VT 001 831 and VT 001 832. (MS)

VT 001 831
Chadderdon, Hester
Interest in Teaching Home Economics. Hypotheses and Design for the Study.

Minnesota Univ., Minneapolis. Bureau of Educational Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 25p.

HOME ECONOMICS EDUCATION; TEACHER EXPERIENCE; INTEREST RESEARCH; CAREER CHOICE; SURVEYS; COLLEGE STUDENTS; BEGINNING TEACHERS; ECONOMICS TEACHERS; *VOCATIONAL INTERESTS; TEACHER EDUCATION; *TEACHER BACKGROUND; LONGITUDINAL STUDIES; FEMALES
*JOHNSON HOME ECONOMICS INTEREST INVENTORY

Because it is assumed that teachers with a high interest in teaching are more effective than those with a low interest, the characteristic of professional interest was studied by exploring the hypotheses: (1) Interest in teaching home economics changes during the college period and in the first year of teaching, and (2) Certain factors in the experiences of students and teachers are associated with interest in teaching. Results were based on data derived by administering the Johnson Home Economics Interest Inventory to 165 subjects at 13 institutions during their freshman and senior years and at the end of the first year of teaching. Interest in teaching did not change significantly from the freshman year until the end of the first year of teaching. The interest scores of freshmen and seniors were not related to the amount of precollege experience in homemaking education or with children, or to the 13 reasons for choosing home economics teaching, although about 91 percent indicated that one of the five practical reasons had influenced their choice of a major. The interest scores of the first-year teachers were not related to (1) satisfaction with teaching generally, with teaching load, with the space and facilities in the department, or with the help given by the principal or supervisor, or to (2) participation in experiences leading to professional improvement. Results indicated that interest in teaching home economics is sufficiently stable to use freshman scores, supplemented with other data, in predicting the scores of seniors and teachers. Recommendations for further study concerned administering the interest inventory after the freshman year and after the first year of teaching, exploring other factors of precollege experience, studying motivation and bases for selection of students in teacher education, and obtaining a better measure of teacher satisfaction. This is chapter 3 of "Home Economics Teachers, Preservice and Inservice Levels, Their Interest in Teaching, Their Attitudes Toward Children and Families" (VT 001 255). Other chapters are VT 001 830 and VT 001 832. (MS)

VT 001 832
Lehman, Ruth T.
Attitudes Toward Groups and Families.

Minnesota Univ., Minneapolis. Bureau of Educational Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 43p.

HOME ECONOMICS EDUCATION; TEACHER EDUCATION; *TEACHER ATTITUDES; TEACHER EXPERIENCE; *HOME ECONOMICS TEACHERS; *TEACHER CHARACTERISTICS; *GROUPS; FAMILIES; STUDENTS; LONGITUDINAL STUDIES; BEGINNING TEACHERS; STUDENT ATTITUDES; COLLEGE STUDENTS; ATTITUDE TESTS; TEST CONSTRUCTION

A total of 1,076 home economics majors in six universities responded to an attitude inventory in their junior and senior years and at the close of their first year of teaching to determine the degree to which they accepted persons and groups like and unlike themselves. The study was based on the assumptions that teachers who accept persons different from themselves are more effective, their experience increases their acceptance of others, and the college has a responsibility for helping students in this area. It was hypothesized that attitudes toward certain groups would change during the time of the study and attitude scores would be associated with socioeconomic background, experience, and the school situation. The findings showed: (1) A change in attitudes occurred, but in general it was reflected by a loss instead of a gain in scores, (2) Teachers scored lower than they did as juniors and seniors on the groups parents today, foreigners, adults with less education, slum families, a problem school, another race, and youth, (3) Total mean scores were not significantly associated with selected factors of socioeconomic background at the junior level, nor were they significantly related to certain differences between their home and significantly associated with experience. Implications were that: (1) Criteria other than the socioeconomic should be considered in any attitude study, (2) Preservice education should include knowing many groups, deriving satisfaction from experience with them, and relating that experience to teaching, and (3) The teacher needs to know her community. This is Chapter 4 of "Home Economics Teachers, Preservice and Inservice Levels, Their Interest in Teaching, Their Attitudes Toward Children and Families" (VT 001 255). Other chapters are VT 001 830 and VT 001 831. (MS)

VT 001 990 ED 019 426
Patterson, Irene
A Community Approach to Student Teaching. Research Report Number 4.

State Univ. of N.Y., Ithaca. Coll. of Home Economics at Cornell
EDRS PRICE MF-$0.50 HC-$3.32
Pub Date - Jun66 81p.

*TEACHER EDUCATION; *STUDENT TEACHERS; *HOMEMAKING EDUCATION; PILOT PROJECTS; QUESTIONNAIRES; *COMMUNITY INVOLVEMENT; PROGRAM IMPROVEMENT; TEACHER MOTIVATION; *PROGRAM EVALUATION; PROGRAM ATTITUDES; HOME

ECONOMICS TEACHERS; STUDENT ATTITUDES; TEACHER ATTITUDES; FOLLOWUP STUDIES; HOME VISITS
NEW YORK

As an outgrowth of an earlier study on improving student teaching in home economics, a pilot program was initiated to determine the effectiveness of a student teaching program designed to produce homemaking teachers who could quickly become acquainted with a community, adapt teaching to it, and locate and use local resources. Instruments were developed (1) to test student attitudes and beliefs about this teaching approach, (2) to determine interests, motivation, and knowledge in relation to families and communities, and (3) to rate the value of community experiences. Most of the data were collected from student teachers with additional information from teacher educators, supervisors, teachers, and pupils. Some findings were: Living in the community during the student teaching period contributed to student acceptance of a community approach to teaching, (2) Home visits were the best way to learn about homes and families, (3) A large majority of former students judged the student teaching program to be effective in preparing them to teach units in relation to community conditions and student background but not in preparing them to teach adults, and (4) The research tools developed for the project provided means for evaluating future teacher education programs. A summary of the earlier study, findings from testing the research tools, a detailed report of the followup portion of the study, and resumes of seven theses related to the project are included. (BS)

VT 002 291
Egermeier, John C., And Others
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-001 08
BR-5-0095

Pub Date - 3p.

ROLE THEORY; *ROLE PERCEPTION; *VOCATIONAL EDUCATION TEACHERS; *TEACHER ROLE; ROLE CONFLICT; *TEACHER BEHAVIOR; *COUNSELORS
OKLAHOMA

Role and role conflicts of vocational teachers were studied. Unstructured interviews with vocational education personnel, administrators, and teacher educators resulted in a list of vocational teacher behaviors for distributive education, trade and industrial education, vocational agriculture, and technical education. Based on this list, an instrument was developed which permitted respondents to indicate on a six point continuum the extent to which teachers actually engaged in the behaviors and the extent to which they should do so. It was tried with a pilot sample, refined, and administered to a stratified random sample of 1,502 vocational teachers, other teachers, vocational students, parents of vocational students, counselors, and administrators in 82 Oklahoma schools. Data were analyzed in terms of activity cognition and norms by the Kruskal-Wallis one-way analysis of variance and Mann-Whitney U tests. It was evident that counselors contributed to ambiguity of vocational teacher role through disparities between their own and teacher cognitions of what is and what ought to be done by teachers, through disparities between norms and expectations which they hold for the teacher. (JM)

VT 002 292
Egermeier, John C.; Twyman, J. Paschal
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-001 08
BR-5-0095

Pub Date - 6p.

*TEACHER ROLE; *VOCATIONAL EDUCATION TEACHERS; DISTRIBUTIVE EDUCATION TEACHERS; TRADE AND INDUSTRIAL TEACHERS; VOCATIONAL AGRICULTURE TEACHERS; STUDENTS; *COUNSELORS; *TEACHER BEHAVIOR; *ROLE PERCEPTION

A total of 1,502 counselors, administrators, vocational and nonvocational students, vocational and nonvocational teachers, and parents responded to a questionnaire listing 11 items of behavior to determine the extent to which they felt vocational teachers actually engage in the behavior (activity cognition) and should engage in it (norm). The response to each item was scored on a six-point continuum. Statistically significant differences in responses were identified by the Mann-Whitney U procedures. Of the respondents, 595 were in vocational agriculture, 548 with trade and industry, 87 with technical education, and 272 with distributive education programs. Activity cognitions and norms held for distributive education, trade and industrial, and vocational agriculture teachers were compared with counselor response, and the mean response was given when group and counselor response differed significantly. Comparisons of activity cognitions and norms held by counselors for the three teacher groups showed significant disparities in providing students with information about where they can get jobs, in maintaining up-to-date placement records of graduates, and in taking counseling or guidance courses in colleges. A summary of the report is available as VT 002 291. (WB)

VT 002 322
Kjos, O.E.
Vocational Teacher Education.

Idaho Univ., Moscow
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 92p.

*TEACHER EDUCATION; *VOCATIONAL EDUCATION; GRADUATE STUDY; *COLLEGE CURRICULUM; *ADMINISTRATIVE ORGANIZATION; *PROGRAM COORDINATION; LAND GRANT COLLEGES; TEACHER EDUCATORS; TEACHER ATTITUDES
UNIVERSITY OF IDAHO

The objectives of the study were to ascertain the feasibility of coordinating current programs and developing a graduate program in the administration and supervision of vocational teacher education. Analysis of the catalog descriptions of programs in 44 land-grant universities showed the most common pattern to be separate departments in more than one college, 38.6 percent, and the least common to be a single department in one college, 13.7 percent. The seven teacher-trainers at the University of Idaho preferred the existing structure of four programs in three professional colleges to either the coordinated or separate department plan. They recognized the need for coordinating activities in vocational education, however, and were concerned about the possibility of course duplication and the need for the most qualified person to be responsible for each course. The feasibility of coordinating activities was supported by the fact that the major interest of the teacher trainers in the professional aspects of teacher education tended to be distributed throughout the various areas. Findings supporting the development of a graduate program in administration and superivison of vocational education showed that a basic core of upper division and graduate level courses is currently being offered that would be suitable for such a program, only one or two new staff would be needed, and most of the present teacher-trainers indicated an interest in participating in the program. (MM)

VT 002 689
Pearce, Theodore
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.

Fluid Power Society, Thiensville, Wis.
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET. OEG-3-85-093
Pub Date - 15Feb67 25p.

*FLUID POWER EDUCATION; *SUMMER INSTITUTES; *PILOT PROJECTS; *TEACHER EDUCATION; *PROGRAM EVALUATION; CURRICULUM DEVELOPMENT; INDUSTRIAL EDUCATION

"The Fluid Power Institutes--A Pilot Program for Introducing Emerging Technologies" is summarized. The complete study is available as VT 002 870 or ED 012 396. (EM)

VT 002 919
Schaefer, Carl J.
What Makes a Master Teacher.

Rutgers, The State Univ., New Brunswick, N.J.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 12Sep63 7p.

*TRADE AND INDUSTRIAL TEACHERS; VOCATIONAL DIRECTORS; TEACHER EDUCATORS; *MASTER TEACHERS; *TEACHER CHARACTERISTICS; TEACHER ATTITUDES; ADMINISTRATOR ATTITUDES; SURVEYS

An opinionnaire containing 26 items relative to master teacher characteristics such as knowledge, ability, understanding, and experience was completed by 28 local directors of vocational-technical education and 18 teacher educators. There was a high degree of relationship between the thinking of the two groups as to what makes a master teacher. The groups agreed that the most important items were (1) the ability to motivate students, (2) knowledge and understanding of the objectives of vocational-technical education, (3) knowledge and understanding of the basic principles of learning, (4) experience in the skills of the specialized area being taught, (5) the ability to express ideas adequately, (6) the ability to demonstrate skills, and (7) knowledge and understanding of related technical theory in specialized area. The items on which the groups had the most disagreement were (1) the ability to develop an effective course of study, (2) the ability to develop an appreciation of good workmanship, (3) the ability to select, evaluate, classify, file, and use prepared subject materials, (4) knowledge and understanding of testing and evaluation, (5) knowledge and understanding of child growth and development, and (6) experience in teaching shop and related subjects. Few items were checked as unimportant to the effectiveness of the master teacher. The opinions expressed will be considered in formulating new curriculums. (EM)

VT 003 246
How to Train Workers on the Job.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 34p.

*ON THE JOB TRAINING; *TEACHER EDUCATION; TEACHING METHODS; TEACHING PROCEDURES; *INDUSTRY

This manual is designed to help the technically competent worker become an effective instructor for on-the-job training programs. The critical problem in training people for skilled jobs is the effective transmission of know-how from the instructor to the learner. A skilled worker can become a skilled instructor if he learns the techniques of successful instruction and uses them to pass his physical and mental skills along to others. The successful training instructor must develop sensitivity to trainee attitudes and problems. He must develop a pattern of training by planning a detailed breakdown of every step in the job. This breakdown permits him to deal with one step of the operation in depth and prevents his trying to cover too much at one time. The instructor uses the coaching process to deal with the difficulties of the trainee by observing, diagnosing, prescribing, motivating, trying, and reviewing. Specific areas covered are (1) on-the-job training, (2) knowledge versus instruction, (3) challenges and problems, (4) need for a program plan, (5) training patterns, (6) job analysis, (7) instructor's outline, (8) standards, (9) the coaching process, (10) tests, (11) the job log, and (12) self-development. (HC)

VT 003 251 ED 018 619
Woodin, Ralph J.
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.

Ohio State Univ., Columbus. Dept. of Agricultural Education
EDRS PRICE MF-$0.25 HC-$0.92
Pub Date - 67 21p.

*VOCATIONAL AGRICULTURE TEACHERS; *TEACHER SUPPLY AND DEMAND; TEACHER RECRUITMENT; *TEACHER SHORTAGE; NATIONAL SURVEYS; COLLEGE GRADUATES; AGRICULTURAL EDUCATION; EMPLOYMENT PROJECTIONS; GRADUATE SURVEYS; GEOGRAPHIC REGIONS

As part of a continuing study by the recruitment committee of the American Vocational Association Agricultural Education Division, data were collected by questionnaires from head state supervisors in 49 states and teacher educators in 76 institutions on the 1966-67 supply and demand for vocational agriculture teachers. The extent of the shortage of teachers was indicated by 232 unfilled positions and 242 teachers employed with emergency or temporary certificates. Of 10,221 positions available, 1,104 were replacements and 232 were new. In 1967-68, 117 departments were unable to operate because of the teacher shortage. As a 3-year trend, there was a slight decline in the total number of positions, a steady increase in the number of replacement needed, and an increase in the shortage. An estimated 10 percent increase in positions by 1970 was lower than that predicted in the previous years. Of 1,233 newly-qualified teachers, only 60.2 percent entered vocational agriculture teaching, the lowest percentage in 3 years. Of the 1,336 open teaching positions, 56 percent were filled by new graduates. An increasing number of teaching positions involved the programs of vocational agriculture. About one-fourth of all teachers were teaching at least one class and eight percent were teaching full-time in new programs. Nearly 70 percent were offering both high school and out-of-school classes, and nearly one-fourth were teaching in multiple-teacher departments. (JM)

VT 003 254　　ED 015 261
Maley, Donald
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project, Second Quarterly Report.

Maryland Univ., College Park. Dept. of Industrial Education
EDRS PRICE MF-$0.25 HC-$1.60　　OEG-2-7-062312-0175
BR-6-2312
Pub Date - 1Mar67 40p.

*EXPERIMENTAL PROGRAMS; *TRADE AND INDUSTRIAL EDUCATION; *OCCUPATIONAL CLUSTERS; *TEACHER SELECTION; CURRICULUM MATERIALS; HIGH SCHOOLS; TEACHER EDUCATION
*CLUSTER CONCEPT PROJECT

Objectives during the project's second quarter were to (1) complete the selection of teachers, (2) complete the development of the teacher preparation program, (3) initiate the teacher preparation program, (4) hold orientation meetings for counselors and administrators involved in the pilot programs, and (5) obtain material and information from industrial organizations and businesses about preparing the selected teachers to teach the job entry tasks in their respective occupational clusters. An interview schedule was used in a tape-recorded interview with each teacher candidate. Rokeach Dogmatism Scale was administered to obtain an indication of cognitive rigidity and flexibility. Using a composite of the information, an evaluation panel selected three teachers for each of four counties. Three teacher preparation sessions involved analyzing a job entry task, writing behavioral objectives, and formulating a format for arranging instructional information. Orientation sessions acquainted counselors and administrators with the project purposes and encouraged their cooperation with the pilot programs. Possible industrial resource personnel were identified. Proposed objectives and activities for the third quarter are given. The appendix contains forms used in teacher selection. Related documents are VT 002 165, VT 002 491, and VT 002 356. (EM)

VT 004 193　　ED 016 846
Hull, William L.; And Others
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations. Final Report.

Oklahoma State Univ., Stillwater
EDRS PRICE MF-$0.75 HC-$5.40　　OEC-5-85-077　　08
BR-5-0025
Pub Date - Sep67 133p.

VOCATIONAL AGRICULTURE TEACHERS; *INSERVICE TEACHER EDUCATION; *DISTRIBUTIVE EDUCATION; *COOPERATIVE EDUCATION; INSTRUCTIONAL MATERIALS; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; OFF FARM AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; EDUCATIONAL INNOVATION; *SUMMER INSTITUTES

Two 6-week workshops were conducted at Oklahoma State University for 60 selected vocational agriculture teachers from 17 states during the summers of 1965 and 1966 with the objectives of (1) upgrading teachers in the distributive phases of vocational education, (2) acquainting teachers with supervised training methods, (3) helping rural high schools by qualifying teachers to conduct distributive programs, and (4) adapting existent instructional material in distributive education to the needs of vocational agriculture. Distributive education coordinators taught much of the course, and a variety of methods and activities were utilized including seminars and tours. Two workshops reports containing lesson plans, references, and ideas, and many promotional aids were developed. More than 200 copies of the reports were sent to persons requesting them. Pre- and post-test data showed that participants increased their knowledge of distribution significantly. Although followup evaluation revealed that program implementation was difficult, participants had integrated agricultural distribution units of instruction into regular instruction, and most were teaching job application and salesmanship, and making merchandising manuals. Teachers in multiple teacher departments were more likely to have implemented their programs. Implementing workshop plans was dependent on persons and factors other than the participant, such as availability of training situations in home communities. References, instructional materials developed during the workshop, excerpts from workshop reports, a sample copy of a newsletter, and evaluation and implementation data are included. (JM)

VT 004 200　　ED 016 113
Pearce, Theodore
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

Fluid Power Society, Thiensville, Wis.
EDRS PRICE MF-$0.25 HC-$0.88　　OEG-3-6-062203-0734　　08
BR-6-2203
Pub Date - 1Mar67 22p.

*FLUID POWER EDUCATION; *SUMMER INSTITUTES; TRADE AND INDUSTRIAL EDUCATION; *TEACHER EDUCATION; *PROGRAM DESCRIPTIONS

These institutes continued the emphasis of the 1964 and 1965 institutes on training teachers to teach fluid power and evolving effective techniques for introducing new technologies to educators. They were administered by the Fluid Power Society which, through advisory committees, established the content, procedures, and coordination of the institutes in the five colleges or universities which contracted to provide the facilities and instruction--Trenton State College, Bradley University, Wayne State University, Hampton Institute, and California State College. Most of the 75 participants who came from 24 states, the District of Columbia, and two other countries, were high-school or college level teachers. The instruction included eight units on fluid power and a seminar in teaching fluid power. Conventional instruction methods, teaching-demonstration devices, and guest lectures and consultants were used. The participants, working as teams, developed a recommended curriculum for the educational level of primary interest to each team. Results of pre- and post-tests of 50 problems showed an increase in mean scores from 26.4 to 46.2, indicating a high degree of success in instructional competency. It was concluded that the summer institute can be a most effective vehicle for introducing a new technology to teachers, since it offers a controlled environment and the efficient means of bringing together the teachers and educational, industrial, and technological authorities. The professional society of a new technology can effectively act as the coordination agency of pilot programs involving multiple summer institutes. The complete evaluation report of the 1965 institutes is published in ED 012 396. (HC)

VT 004 406 ED 017 687
Kurth, Edwin L.; Gianini, Paul C.
Professional Competencies of Teachers of Technical Education in Florida.

Florida State Dept. of Education, Tallahassee
EDRS PRICE MF-$0.50 HC-$3.12
Pub Date - 67 76p.

*TECHNICAL EDUCATION; *TEACHER BACKGROUND; *TEACHER CHARACTERISTICS; COMPARATIVE ANALYSIS; *TEACHER EVALUATION; *TEACHER QUALIFICATIONS; JUNIOR COLLEGES
FLORIDA

The purpose of this study was to determine whether the professional competency of technical education teachers was a function of several educational background variables. The subjects, 108 technical education teachers in the junior colleges of Florida, were judged on the bases of a basic comprehensive examination, a sociometric rating of professional colleagues, and the level of cooperation shown during the study. Background variables included (1) type and classification of college attended, (2) elapsed time between teaching certification and receipt of technical subject degree, (3) geographic location of degree granting college, (4) other degrees acquired, (5) amount of occupational experience other than teaching, and (6) the classification of the other occupational experience. Findings included: (1) Teachers who held academic degreees in addition to the degree in their speciality area scored significantly higher on the comprehensive examination, (2) Higher scores on the sociometric measure were generally achieved by those with no experience other than teaching, (3) Higher cooperativeness ratings were generally achieved by those who received their technical degree in the northeastern states, and (4) There were no significant differences based on colleges attended, time lapse between degree and certification, and the number of years employed in other occupations. The questionnaire, sociometric measure, and a bibliography are included. (EM)

VT 004 416 ED 019 476
Kilchenstein, Dolores
Pre-Service Education of Office Occupations Teachers. Final Report.

Texas Technological Coll., Lubbock, Tex. Dept. of Business Education
EDRS PRICE MF-$0.50 HC-$3.32 OEG-1-7-070450-3524
BR-7-0450
Pub Date - Nov67 81p.

*INSTITUTES (TRAINING PROGRAMS); *PRESERVICE EDUCATION; *TEACHER EDUCATION; *OFFICE OCCUPATIONS EDUCATION; *PROGRAM PLANNING; BEGINNING TEACHERS; FEDERAL PROGRAMS; PROGRAM EVALUATION; PARTICIPANT CHARACTERISTICS

Forty teachers representing 29 states and the Virgin Islands attended a 4-week institute from July 17 through August 11, 1967, planned primarily for those preparing to teach for the first time in federally funded vocational office occupations programs during the 1967-68 school year. This report of the institute was planned, written, and distributed primarily to assist faculty in other schools to plan, organize, and administer effective office education institutes. Seminar presentations covered (1) office occupations students, teachers, and programs, (2) cooperative office education courses and teachers, (3) administration and supervision, (4) facilities, equipment, supplies, and classroom layouts, (5) office machines procedures, (6) research, and (7) cooperative, simulated, and directed programs. Participant projects, planned recreation for participants, and publicity provided before and at the close of the institute are outlined. Evaluation and comments by the participants, the major strengths of the institute, a proposed time schedule for planning selected phases of future institutes, and suggestions for improvement are included. The participant application form, evaluation form, certificate of completion, news releases, and other materials used in the institute are presented in the appendixes. (PS)

VT 004 756 ED 019 477
Oliver, Wilmot F.
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers. Final Report.

Rutgers, The State Univ., New Brunswick. N.J. Dept. of Vocational-Technical Education
EDRS PRICE MF-$0.50 HC-$3.28 OEC-1-7-0396
BR-6-8327
Pub Date - Oct67 80p.

*FEEDBACK; *VOCATIONAL EDUCATION TEACHERS; STUDENT OPINION; TEACHING QUALITY; TEACHER IMPROVEMENT; COMPARATIVE ANALYSIS; QUESTIONNAIRES; EXPERIMENTAL GROUPS; CONTROL GROUPS; *EFFECTIVE TEACHING; TEACHER CHARACTERISTICS; TEACHER EXPERIENCE; SUPERVISORS; BEGINNING TEACHERS; *TEACHER EVALUATION

The purpose of this study was to determine the relative effectiveness of informational feedback from supervisors, students, and students and supervisors combined as a means of improving the teacher image of beginning and experienced teachers. The 286 vocational teachers included in the study were categorized into groups based on years of teaching experience and then randomly assigned to one of four feedback conditions: (1) supervisor only, (2) grade 10, 11, and 13 students only, (3) supervisor and students combined, and (4) a control group which received no feedback. Form 6 of the Student Opinion-Questionnaire was administered to the feedback groups at the beginning and end of a 12-week period. The data were organized and mailed with interpretive information to each teacher in the experimental groups. The data were used in a 2x2x3 factored experiment with the statistical method of unweighted means because of different sizes of cells. The findings were: (1) There were significantly differences in teacher effectiveness as observed by students between those groups receiving feedback from students, either along or in combination with feedback from supervisors, and those who received no feedback, (2) Student feedback improved teacher effectiveness while supervisor feedbacks did not, and the effect of combined feedback did not exceed that of student feedback alone, (3) The most experienced teachers were least receptive to feedback, and the effect on intermediate and less experienced teachers was about equal but greater at the .05 level than on the most experienced. Student feedback during the first 10 years of teaching can be used as an effective method of improving teacher effectiveness as seen by students. A bibliography, the questionnaire, and related research materials are included. (MM)

VT 004 935 ED 018 661
Arnold, Joseph D., And Others
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs. Excerpt from Final Report of a Summer Institute for the Improvement of Technical Teacher Education Programs.

Purdue Univ., Lafayette, Ind.
EDRS PRICE MF-$0.25 HC-$0.80 OEG-3-7-0528-3018 08
BR-7-0528
Pub Date - Nov67 18p.

*GUIDELINES; *TECHNICAL EDUCATION; *TEACHER EDUCATION; TEACHER EDUCATION CURRICULUM; PROGRAM IMPROVEMENT;
*CURRICULUM DESIGN
*SUMMER INSTITUTE FOR THE IMPROVEMENT OF TECHNICAL TEACHER EDUCATION PROGRAMS

Guidelines which were developed during the Institute for the Improvement of Technical Teacher Education Programs (reported in VT 004 936) are given. Assumptions which underlie the guidelines are: (1) Technical teachers will be prepared for post-secondary or college teaching, (2) They will be prepared primarily for teaching technical subjects, and (3) Their employers will desire or ultimately expect that they have graduate degrees. Three general guidelines are aimed at (1) establishing a minimum background similar to that of the prospective teacher's future technical program graduates, (2) relating the teacher's occupational orientation to future job function of the technical student, and (3) focusing attention on including a balance of content at the theoretical and operational levels. The 21 guidelines are presented under six categories: (1) general education, (2) mathematics, (3) science, (4) technical content, (5) occupational experience, and (6) professional education. (EM)

VT 004 936   ED 017 729
Arnold, Joseph P., And Others
A Summer Institute for the Improvement of Technical Teacher Education Programs. Final Report.

Purdue Univ., Lafayette, Ind. School of Technology
EDRS PRICE MF-$0.75 HC-$5.56   OEG-3-7-070528-3018
Pub Date -   Nov67 137p.

*SUMMER INSTITUTES; *TEACHER EDUCATION; *TECHNICAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; HEALTH OCCUPATIONS EDUCATION; *GUIDELINES; TEACHER EDUCATION CURRICULUM; TEACHER QUALIFICATIONS; EDUCATIONAL PROGRAMS; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; TEACHER ROLE; EMPLOYMENT OPPORTUNITIES; CURRICULUM GUIDES; PROGRAM DESCRIPTIONS; EDUCATIONAL NEEDS; EDUCATIONAL RESEARCH

Thirty-six participants selected from community colleges, technical institutes, and university teacher education staffs across the United States participated in an institute to stimulate and encourage the development of quality baccalaureate programs in technical teacher education. Activities and topics of the institute concerned existing technical teacher education programs, desired capabilities and background of technical teachers, and relevant research for technical teacher education program design. The combined interaction and perceptions of the participants, speakers, and institute staff resulted in a set of guidelines for developing baccalaureate technical teacher education programs. The guidelines were aimed at establishing a minimal teacher background, relating the teacher's occupational orientation to the job function of the technical student, and focusing attention on the balance of theoretical and operational content. The categories used in organizing the institute program and the 24 guidelines were technical content, mathematics, science, occupational experience, general education, and professional preparation. Abstracts of speaker and consultant presentations are included. Results of pre-post testing of participants suggested a relatively high degree of satisfaction with the total program. (EM)

VT 004 991
Finsterbach, Fred C.
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

Delaware Occupational Research and Coordinating Unit, Dover
MF AVAILABLE IN VT-ERIC SET.
Pub Date -   64 8p.

*SCHEDULING; *FLEXIBLE SCHEDULING; *INSERVICE TEACHER EDUCATION; *VOCATIONAL EDUCATION TEACHERS
*MCBEE KEYSORT

The New York State Regional Industrial Center in New York City provided, after regular school hours, a training service for approximately 1,000 regularly employed vocational-technical teachers. Because of the special needs of a variety of teachers, scheduling and maintaining the training program called for a more flexible method for scheduling. The Keysort system designed by the McBee Corporation was chosen. With the cooperation of this company, a subject card was designed. The make up of the card, student scheduling, instructor scheduling, room assignments, and mailing of scheduling results are described. The card system was successful--scheduling time was reduced by two-thirds, total training time for some students was shortened from 4 to 6 years to 2.5 to 3.5 years, conflicts in schedules were avoided or easily adjusted, and more students were accomodated at a time agreeable to them. (PS)

VT 005 045   ED 017 735
Zimmerman, Beatrice B.; Amos, Ruth
A Survey of the Need for Pre-School Teacher Training.

North Dakota Univ., Grand Forks
EDRS PRICE MF-$0.25 HC-$1.16
NDU-RR-11
Pub Date -   Jan68 27p.

*PRESCHOOL TEACHERS; *EDUCATIONAL NEEDS; *TEACHER EDUCATION; SURVEYS; SUBPROFESSIONALS; TEACHER AIDES; TEACHER ATTITUDES; CHILD CARE WORKERS; ADMINISTRATOR ATTITUDES; PRESCHOOL EDUCATION; HOME ECONOMICS EDUCATION;
*FEASIBILITY STUDIES
MINOT; NORTH DAKOTA

This study was made to arouse interest in preschool education and to assess the need for a training program for preschool teachers and assistant teachers in and near the city of Minot, North Dakota. Opinions from eighty educators and government officials and teachers and administrators of preschool programs were secured by personal contacts, questionnaires, and telephone conversations. The data indicated a real need for training at the professional and paraprofessional level and for training essential for good teacher education. Educators and administraors approved the development of a course for child care and training, and over half of the teachers and administrators of preschool programs expressed definite interest in taking child development courses. High school home economics teachers felt there were possibilities for child care training among wage earning classes, and the North Dakota State Supervisor of Home Economics Education foresaw the development of child care courses in high school vocational education programs to train teacher aides and child care assistants. It was recommended that a training program for preschool teachers and assistants be initiated at Minot State College. Suggested programs include course listings and credit hours for a bachelor of science degree for certification of professional teachers in preschool education, for nondegree teachers or a minor in preschool education, and for semiprofessionally trained personnel in preschool agencies. A bibliography and the questionnaire are included. (HC)

VT 005 276 ED 018 670
Hastings, James R., And Others
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report,. Volume 1.

New York State Univ., Oswego
EDRS PRICE MF-$2.00 HC-$20.32 OEC-6-10-128 24
BR-5-1369

Pub Date - Aug67 506p.

*INDUSTRIAL ARTS; *TEACHER EDUCATION; INDUSTRIAL ARTS TEACHERS; COURSE DESCRIPTIONS; PRESERVICE EDUCATION; INDUSTRIAL STRUCTURE; SCHOOL INDUSTRY RELATIONSHIP; MATERIAL DEVELOPMENT; *INDUSTRY; *CURRICULUM DEVELOPMENT; INDUCTIVE METHODS; FUNDAMENTAL CONCEPTS; CONCEPT FORMATION; STUDENT SEMINARS; *FIELD EXPERIENCE PROGRAMS; RESOURCE UNITS. STUDY GUIDES; GUIDELINES

The objectives of this project were to develop a course model and the accompanying instructional materials for an inductive study of the nature and organization of industry in an undergraduate industrial arts teacher education program. A structure for a model curricular component was created and tested on four student groups during 2 years. Phase I consists of 1 week of on-campus orientation seminars covering (1) industrial psychology, sociology, and economics, (2) history of industry and labor, and (3) industrial organization. Phase II consists of 6 weeks of concentrated study and observation of industrial relations, engineering, production, labor, financial control, and marketing. Phase III is devoted to 2 weeks of on-campus curriculum development workshop where major concepts and information gathered during the industry phase are developed into resource units. A student workbook, 206 lesson topics, 42 seminar resource units, a guide for cooperating industrial personnel, an industrial concepts test, and a procedure for concept identification and tabulation were developed. The course requires an instructor-coordinator and an industrial coordinator in each establishment utilized in the course. The extensive appendixes include administrative forms and letters, a program schedule, and 21 seminar resource units. Appendixes D through K are in VT 005 277. (EM)

VT 005 277 ED 018 671
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report. Volume 2.

New York State Univ., Oswego
EDRS PRICE MF-$1.50 HC-$15.80 OEC-6-10-128 24
BR-5-1369

Pub Date - Aug67 393p.

*INDUSTRIAL ARTS; *TEACHER EDUCATION; *STUDY GUIDES; RESOURCE UNITS; ANNOTATED BIBLIOGRAPHIES; *INDUSTRY; INDUSTRIAL STRUCTURE; TESTS; *FUNDAMENTAL CONCEPTS; FIELD EXPERIENCE PROGRAMS; RESOURCE GUIDES; PROGRAM GUIDES

This document contains instructional materials developed in a pilot project to provide coordinated educational and industrial field experiences in a 9-week course for preservice industrial arts teacher education. The materials present fundamental concepts relative to industrial structure and organization. The contents, presented as appendixes D through K, include: (1) "Directed Field Study Student Resources File" which includes a bibliography of pamphlets, films, textbooks, and periodicals, (2) "Student Workbook" which provides references and assignments for the entire course and an integral format for reports, (3) "A Guide for Industrial Personnel" which outlines the program and gives the responsibilities of all persons involved, (4) "Tabulation of Industrial Concepts" which provides a list of 326 industrial concepts identified by the four classes in 1,722 student responses, (5) "Understanding Industry" which is a 71-item multiple choice test covering industrial concepts with its answer key, and (6) "Examples of Curriculum Resource Units" which gives examples of resource materials prepared by the students. The project report, program description, and appendixes A through C are given in VT 005 276. (EM)

VT 005 451 ED 020 423
Haines, Peter G., And Others
Readings in Distributive Education--The Project Plan of Instruction and Related Teacher Education. Project Report No. 5.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum
EDRS PRICE MF-$0.75 HC-$6.92 OEG-3-7-070489-3128 08
BR-7-0489

Pub Date - 68 171p.; Selected papers from the National Seminar in Distributive Education (Michigan State University, 1967).

*PROJECT TRAINING METHOD; *DISTRIBUTIVE EDUCATION; *TEACHER EDUCATION; *TEACHING METHODS; EDUCATIONAL OBJECTIVES; PROGRAM PLANNING; COOPERATIVE EDUCATION; STUDENT EVALUATION; PROGRAM DEVELOPMENT; STUDENT PROJECTS; JOB SKILLS; MODELS; INSTRUCTIONAL MATERIALS; EDUCATIONAL FACILITIES; TEACHER EDUCATORS; TEACHER ROLE; *SEMINARS; OCCUPATIONAL CHOICE; CURRICULUM RESEARCH; TEACHER BEHAVIOR; *SPEECHES
*NATIONAL SEMINAR IN DISTRIBUTIVE EDUCATION

The purpose of the seminar was to assist teacher education staffs to identify, evaluate, and respond to the implications of the Vocational Act of 1963 from which sprang the concept of the project plan of instruction. Papers developed by practitioners and professional educators in the field of marketing and distribution are presented: (1) "An Overview" by K. L. Rowe, (2) "Project Training--Its Impact on Program Development" by E.L. Nelson, (3) "Similarities and Differences in Project and Cooperative Training" by M.V. Marks, (4) " "Project Method in Education" by E.E. Bayles, (5) "Projects and Project Structure" by H.E. Samson, (6) "Desired Outcomes of Projects" by W.G. Meyer, (7) "Development of a Matrix" by H.E. Samson, (8) "Variations of Time and Place Patterns in Project Training" by E.T. Ferguson, (9) "Using Appropriate Evaluation Techniques" by C.B. Coakley, (10) "Using Appropriate Materials and Media" by H.R. Cheshire, (11) "The Utilization of Facilities and Equipment in Distributive Education Project Method Training" by W.H. Antrim, (12) "A Philosophy of Teacher Education--Teaching, Research or Service" by P.G. Haines, (13) "Distributive Teacher Education--Its Role in Program Development" by W.G. Meyer, (14) "Gearing the Teacher Education Program for Teaching by the Project Method" by R.A. Rush, (15) "Relations of Teacher Education to State Staff" by E.L. Dorr, (16) "Methods in Distributive Teacher Education Classrooms" by R.D. Ashmun, (17) "Inservice Teacher Education" by L.C. Crawford, (18) "The Role of the Teacher Educator in Research and Materials Development" by V.K. Ely, (19) "Teacher Behavior and Teacher Education" by T. Ward, and (20) "The Changing Nature of Vocational Choice" by C.G. Wrenn. (MM)

VT 005 479 ED 020 425
Bell, A.P.
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities. Center Seminar and Conference Report No. 8.

North Carolina State Univ., Raleigh. Center for Occupational Education
EDRS PRICE MF-$1.00 HC-$8.36 OEG-2-7-070348-2698
BR-7-0348

Pub Date - 67 207p.

*SUMMER INSTITUTES; *TEACHER EDUCATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *TEACHER EDUCATORS; EDUCATIONAL PROBLEMS; EDUCATIONAL PLANNING; EDUCATIONAL RESEARCH; PROGRAM DEVELOPMENT; COLLEGES; UNIVERSITIES; SCHOOL INDUSTRY RELATIONSHIP; FACULTY RECRUITMENT; INSTRUCTIONAL MATERIALS; SPEECHES

Thirty participants including teacher educators and administrators attended a 2-week teacher education institute designed to consider critical issues in vocational and technical education and their implications for programs of teacher preparation in small colleges and universities. The presnetations by special consultants were: (1) "Critical Issues in Vocational and Technical Education" by J. Kaufman, (2) "Purposes, Policies, and Organization of Teacher-Education" by H.G. Beard, (3) "Research Development Grants and Small Project Research" by J. Morrow, (4) "Planning and Strategies for Developing More Effective Teacher Education Programs" by R.M. Worthington, (5) "Identifying and Utilizing Human and Institutional Resources for the Development of Teacher Education Programs" by L.W. Jones, (6) "Developing College-Industry Cooperative Programs in Vocational Teacher Education" by G.H. Silvius, (7) "Identifying, Interpreting, and Implementing Research Findings in Teacher Education to Improve the Pre-service Program" by G.Z. Stevens, (8) "Recruitment of Students for Teacher Education Programs" by C.E. Dean, (9) "Recruiting, Upgrading, and Developing Adequate Faculty in the Subject Areas with Special Reference to Occupational Oriented Skills" by R.D. Morrison, (10) "Upgrading and Developing Adequate Faculty in Subject Areas with Special Reference to Occupational Oriented Skills" by G.F. Rankin, and (11) "The Role of New Media in Teacher Education" by D.R. Young and S. Beecraft. Also included are (1) summary report of small group seminar sessions, (2) a paper, "Research Design in Agricultural Education" by G.Z. Stevens, (3) the institute program and a list of participants, (4) definitions, and (5) critical issues to start discussion. (HC)

VT 005 502 ED 019 505
Ratner, Muriel
Community College Health Careers Project Phase II--Teacher Preparation. Final Report.

New York State Education Dept., Albany
EDRS PRICE MF-$0.25 HC-$0.88 OEG-1-6-000550-0617 08
BR-5-1328

Pub Date - Jun67 20p.

*HEALTH OCCUPATIONS EDUCATION; *PROGRAM DEVELOPMENT; *TEACHER EDUCATION; *TECHNICAL EDUCATION; COMMUNITY COLLEGES; PILOT PROJECTS

The State University of New York at Buffalo and City University of New York cooperated with the Community College Health Careers Project by establishing programs to prepare practitioners to teach in community college programs in (1) occupational therapy assisting, (2) dental assisting, (3) ophthalmic dispensing, and (4) medical record, environmental health, biomedical engineering, inhalation therapy, operating room, X-ray, and medical emergency technology. Although the educational backgrounds of 17 program enrollees ranged from high school graduation to Ph.D. candidacy, educational preparation for teaching was very limited for the entire group. The content of the programs, inaugurated on a 2-semester, 25-hour-per-week basis, included the philosophy of education, the community college, higher education, curriculum development, use of extended campus resources, methods of teaching, a teaching practicum, the nature of the health service industry, and tests, measurements, and evaluation. The participants also worked with personnel of the colleges in which they were to teach in writing course outlines and catalog descriptions, establishing laboratory and equipment specifications, doing practice teaching in related subjects, arranging for clinical practice experiences, and recruiting in local high schools. At the conclusion of the programs, 13 of the trainees signed contracts to teach in the pilot programs for which they were prepared. Difficulties encountered by the universities included a lack of time to plan and recruit, a lack of inducements to interest practitioners in academic careers, and early knowledge that followup would not be funded because of the unanticipated termination of financial support for the Project, Appendix A, reporting Phase I, is available as ED 011 198. Appendixes B, C, and D are included in this document. (JK)

VT 005 503 ED 019 506
East, Marjorie; Boleratz, Julia M.
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers. Final Report.

Pennsylvania State Univ., University Park
EDRS PRICE MF-$0.50 HC-$4.80 OEC-6-85-060 08
BR-5-0167

Pub Date - Feb68 118p.

*HOME ECONOMICS EDUCATION; *TEACHER EDUCATION; *WORK STUDY PROGRAMS; *FIELD EXPERIENCE PROGRAMS; STUDENT SEMINARS; COLLEGE STUDENTS; EDUCATIONAL EXPERIMENTS; *DISADVANTAGED ENVIRONMENT; CHANGING ATTITUDES; PROGRAM EVALUATION; PARTICIPANT OBSERVERS; TESTING PROGRAMS; QUESTIONNAIRES; DISADVANTAGED GROUPS; CASE RECORDS

To evaluate the feasibility of providing experiences for increasing future home economics teachers' awareness of woking class patterns of life and work, 13 college students, at the sophomore or junior levels, spent a period of 10 weeks living and working in home situations characterized by low income, large families, and limited education, and holding jobs characterized by low pay, routine work, and association with fellow employees. In the first stage of the experiment, students attended a seminar of approximately 15 hours to review previously-learned concepts from sociology, psychology, child development, family relationships, home management, and education. The second and third phases included the 10-week living-in situation and daily responsibility of holding a job. The fourth stage was a postseminar of approximately 15 hours of post testing and discussion. The test scores of the participants as a group showed significant gains in self-actualization, on certainty of answers on a test of knowledge of the disadvantaged, and on a measure assessing attitudes toward families unlike their own. In the project as a whole, (1) Successful relationships were established with social agencies, employers, and advisors, (2) Appropriate instructional materials were developed and used throughout the operation of the study, and (3) It was the consensus of the participants and project personnel that it was feasible to incorporate such experiences into the curriculum of home economics education majors. Minutes of the Exploratory Conference, instructional materials, examples of items from some instruments used in the study, and information gathering devices are included. (FP)

VT 005 556 ED 020 427
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education. Project Report No. 6.

Michigan State Univ., East Lansing. Dept. of Secondary Education

3

EDRS PRICE MF-$0.50 HC-$4.04 BR-7-0489 OEG-3-7-070489-3128 08

Pub Date - Apr68 99p.

*PROJECT TRAINING METHOD; *DISTRIBUTIVE EDUCATION; *TEACHER EDUCATION; CURRICULUM; GUIDELINES; *PROGRAM DEVELOPMENT; SEMINARS; TEACHER QUALIFICATIONS; DISTRIBUTIVE EDUCATION TEACHERS; INSERVICE TEACHER EDUCATION; WORK EXPERIENCE; MATERIAL DEVELOPMENT; CURRICULUM RESEARCH; INSTRUCTIONAL MATERIALS; EDUCATIONAL FACILITIES

The 1967 national seminar in distributive education considered two major problems: (1) implications for teacher education in using the project method in distributive education, and (2) implementation of curriculum changes involving the project method of training distributive education students. This report on implications for teacher education covers the topics: (1) Competencies and Experiences Needed by Project Training Teachers, (2) Inservice Teacher Education, (3) Experiences Provided for the Teacher Trainees, (4) Ancillary Services, Research and Materials Development, and (5) Resources Needed by the Teacher Education Institution. Since each topic was examined by two task forces, the reports of both are included. Each contains a summary, key points, implications for development, and references. "Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools" (VT 005 557) contains the reports of task forces that considered the second problem. (MM)

VT 005 627 ED 020 43
Vivian, Neal E.; Hoffman, Kenneth E.
Vocational-Technical Teacher Education--National Seminar Proceedings (September 24-29, 1967). Leadership 15.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-$1.25 HC-$11.08
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212 ($3.25).
Pub Date - 67 275p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *INSTRUCTIONAL INNOVATION; *SEMINARS; TEACHER SUPPLY AND DEMAND; TEACHER ROLE; VOCATIONAL EDUCATION TEACHERS; INDUSTRIAL EDUCATION; EDUCATIONAL TRENDS; EDUCATIONAL PROBLEMS; BEHAVIORAL SCIENCE RESEARCH; WORK EXPERIENCE; BUSINESS EDUCATION; AGRICULTURAL EDUCATION; DISTRIBUTIVE EDUCATION; HOME ECONOMICS EDUCATION; TRADE AND INDUSTRIAL EDUCATION
*NATIONAL SEMINAR ON VOCATIONAL TECHNICAL TEACHER EDUCATION

Approximately 300 teacher-educators and national leaders and experts in education and related disciplines from 46 states, two territories, and two Canadian provinces participated in a seminar to identify alternative approaches for improving programs in preparing and upgrading vocational teachers. Major speeches included: (1) "Urgency of the Demand for Vocational-Technical Teachers" by G. Venn, (2) "Areas of Critical Importance in Vocational-Technical Teacher Education" by M.L. Barlow, (3) "The Economics of Learning to Work" by H.F. Clark, (4) "The Role and Status of Vocational-Technical Education" by A. Widener, (5) "Emerging Approaches in the Professional Education of Vocational-Technical Teachers" by L.D. Haskew, (6) "Contributions of the Behavioral Sciences to Teacher Education" by R.W. Tyler, (7) "Recent Developments in Providing Major Fields Content Education" by G.I. Swanson, and (8) "An Approach to Providing Vocational Teachers with Experience in the Occupation They Teach" by W.G. Meyer. Speeches and discussion summaries are included for three vocational service area group sessions concerned with implications of the major topics for agricultural, business and office, distributive, home economics, technical, and trade and industrial education. Special interest group sessions exploring major topic implications for educating high school, post-high school, adult, special needs, and leadership development teachers are reported. (MM)

VT 005 634 ED 020 432
Kalish, Martin
Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

EDRS PRICE MF-$0.25 HC-$0.60
Board of Education, 2322 Dubois, Detroit, Michigan 48207.
Pub Date - 66 13p.

*EXPERIMENTAL TEACHING; *COOPERATING TEACHERS; LAY TEACHERS; TEACHER SUPERVISION; TEACHER SEMINARS; TEACHER RESPONSIBILITY; *TEACHER AIDES; STAFF ROLE; STAFF UTILIZATION; INDIGENOUS PERSONNEL; STAFF ORIENTATION; PRESERVICE EDUCATION

As a result of the successful experience in four pilot schools, in which approximately 350 aides were employed without the benefit of pre-service orientation or training, a grant was sought and attained from the U.S. Office of Economic Opportunity for a pilot project to train teacher-aides. Forty aides and forty teachers were selected from four pilot schools to participate in the project. Since the feasibility of using aides in clerical, monitorial, and routine tasks was well established, it was decided to investigate the possibility of using aides as subprofessionals, who would perform selected teaching tasks. Teachers identified teaching tasks, that could be performed in total or in part by a training aide. Participants in the project attended lectures, made lesson plans, had a daily in-classroom practicum, evaluated themselves and were observed by consultants. Evidence gathered in the project as the basis of several recommendations for the need for: (1) city-wide standards for employment of aides, (2) specifications of orientation and pretraining, (3) on-going supervision and evaluation, (4) training teachers to use aides effectively, and (5) general policies concerning tasks aides performed, teacher responsibility for aides, responsibility for descipline and punishment, etc. The forty participating teachers in the pilot project worked out tentative answers to these questions. Briefly, pre-service experience is necessary, training must be done by local educators, and they suggested minimum age and educational qualifications for the various categories. Detroit's teacher-aide program has become institutionalized to the point that the release from nonteaching chores now appears as a contract item between the Detroit Board of Education and the Detroit Federation of Teachers. Salaries for aides listed in the document ranged from $1.25 per hour to $3.50 per hour depending on responsibility and qualifications. (FP)

VT 006 458
Houston, David Juan, Jr.
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980. Work Project No. 12.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
New Mexico State Advisory Committee on Designing Education for the Future

384

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun68 56p.

*VOCATIONAL EDUCATION TEACHERS; *TEACHER QUALIFICATIONS; *TEACHER SUPPLY AND DEMAND; *EMPLOYMENT PROJECTIONS; ADMINISTRATOR ATTITUDES; QUESTIONNAIRES; STATE SURVEYS
NEW MEXICO

To determine the projected needs and qualifications for vocational instructors 194 questionnaires were mailed (133 returned) to high school principals, superintendents, directors of vocational programs, and directors of vocational-technical schools in the state. Reported qualifications and needs for vocational instructors are expected to be on the incline in all vocational-technical areas. State administrators estimated expanding numbers of vocational instructors in 1967-68 to 1980 to be: (1) Agriculture, high school present 60, increase to 70, post-high school present 2, increase to 14, (2) Business and Office Education, high school present 104, increase to 292, post-high school present 18, incrase to 47, (3) Distributive education, high school present 24, increase to 71, post-high school present 1, increase to 16, (4) Health Occupations, high school present 15, increase to 46, post-high school present 9, increase to 34, (5) Home Economics, high school present 98, increase to 158, post-high school present none, increase to 20, (6) Technical Education, high school present 15, increase to 79, post-high school present 13, increase to 60, (7) Trade and Industrial Education, high school present 60, increase to 165, post-high school present 17, increase to 67. Samples of the data gathering instruments are included. (MM)

TEACHING
AND LEARNING
SECTION

VT 000 615
Structuring Family Finance for Home Economics Teaching.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep63 39p.; Annual State Homemaking Conference (45th, Nebraska Center for Continuing Education, August 15-18, 1963).

*CONFERENCES; CONSUMER ECONOMICS; *HOME MANAGEMENT; *MONEY MANAGEMENT; *HOMEMAKING EDUCATION; SPEECHES; EDUCATIONAL RESOURCES; INSTRUCTIONAL IMPROVEMENT; TEACHING METHODS; *FAMILY INCOME; CREDIT
*ANNUAL STATE HOMEMAKING EDUCATION CONFERENCE

The emphasis of the conference was on values and decision-making especially in teaching Family Finance. The report summarizes conference speeches and discussions to provide usable reference material for the teacher, and a means for reviewing ideas. Speeches were: (1) "The Structure of Family Finance and Its Place in the Home," by Helen Thal, (2) "Management--An Overview and Review," by Janet Wilson, (3) "Management of Family Income," by Helen Thal, and (5) "Identifying Concepts and Generalizations," by Helen Thal. There were group presentations on "Relating Values to Finance and Credit," "Understanding Credit," and "Objectives and Behavioral Outcomes Related to Credit." (MS)

VT 001 305 ED 019 397
Williams, Twyman G., Jr.
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

Vacaville Union High School District, Calif.
EDRS PRICE MF-$0.25 HC-$0.68 OEG-4-6-061407-0638 08
BR-6-1407

Pub Date - Aug67 15p.

*VOCATIONAL AGRICULTURE; *TEACHING METHODS; SCIENTIFIC PRINCIPLES; *LEARNING; *FEEDBACK; TIME FACTORS (LEARNING); RETENTION; *AUTOINSTRUCTIONAL METHODS; HIGH SCHOOLS; EXPERIMENTAL GROUPS; CONTROL GROUPS; COMPARATIVE ANALYSIS; EDUCATIONAL EXPERIMENTS
CALIFORNIA; *EDEX COMMUNICATOR

The effectiveness of visible recorded feedback responses in teaching scientific theory and principles to vocational agriculture students was studied. Specific objectives were to determine the value of group feedback to the teacher, the difference in learning retention between students with and without feedback, and the difference in efficient use of teaching time between the feedback and traditional methods. Experimental and control groups of 140 students in four California schools were taught teacher-developed lessons in animal physiology and plant cells, each for 1 week. One subject was taught by traditional methods and the other by the use of the Edex Communicator which consisted of individual pupil response units and a console which showed individual and group student response to each question. The experimental applications in different schools were staggered to utilize equipment. A pretest, post test, and a test of retention after 3 months were given Data were subjected to an analysis of covariance. Results showed that immediate feedback did not improve student learning more than the traditional method, retention was greater by the control group, and teachers and students judged the feedback meter to be efficient in terms of time, (JM)

VT 003 059
Mather, Mary; Groemling, Dorothy M.
Home Economics in the Junior High School.

MF AVAILABLE IN VT-ERIC SET.
Illinois Teacher of Home Economics; vVII i5 1964.
Pub Date - 64 50p.

*JUNIOR HIGH SCHOOLS; *HOME ECONOMICS EDUCATION; PROGRAM PLANNING; *SCHOOL ORGANIZATION; *TEACHING TECHNIQUES

The purpose of this article is to give administrators, junior and senior high school teachers, teacher education personnel, and parents of junior high school students an understanding of problems and characteristics of junior high schools. Organization patterns, advantages and disadvantages of various patterns, purposes, problems, and the extent of home economics in junior high schools are discussed. Junior high schools typically encompass grades 7, 8, and 9 or the ages 12 to 15 and may be part of the familiar 6-3-3 plan, or others such as the 6-6, 5-3-4, or 4-4-4 patterns. Historically junior high schools were organized to shorten elementary years and introduce college preparatory subjects earlier. Later reorganization was supported for other reasons such as improving holding power, bridging the gap between elementary and secondary schools, and meeting the needs of early adolescents. Home economics is important in junior high school because of the contributions it can make to the general objectives and because of the number of students enrolled. More are enrolled in home economics at this level than at any other. In 1959, 42 percent of all courses offered in home economics classes were in grades 7, 8, or 9. Home economists differ about how much home economics and what curriculum content should be offered, but home economics instruction for boys is recommended. Conant recommends that all girls in grades 7 and 8 receive home economics instruction. Continuing challenges in articulating junior and senior high level courses, integrating home economics with other subject areas, and preparing junior high home economics teachers. This document contains data from relevant studies, references, and shared ideas for learning experiences, field trips, career opportunities, and integration with other subjects. (FP)

VT 003 093
Keenan, Dorothy; Shannon, Barbara
Experimentation in the Teaching of Foods.

MF AVAILABLE IN VT-ERIC SET.
Illinois Teacher of Home Economics; v6 n4 p145-92 Dec 1962.
Pub Date - Dec62 49p.

*HOME ECONOMICS EDUCATION; *FOODS INSTRUCTION; *SCIENTIFIC METHODOLOGY; TEACHING TECHNIQUES; *PROBLEM SOLVING; CRITICAL THINKING; *LABORATORY EXPERIMENTS

Students need to master the scientific method of problem recognition, hypothesis formulation and testing, and tentative acceptance of the hypothesis to the point that they will be able to apply them to various problem situations which characterize everyday living. Opportunities for applying the scientific method in food preparation are presented. Subject matter covers: (1) steps in inquiry training related to foods instruction, (2) learning experiences which demonstrate chemical or physical principles, (3) examples of experimentation lessons for the foods laboratory, (4) thought provoking questions, (5) a chart showing basic scientific principles, their application to food preparation, and indicated reaction, (6) a unit of study, "Cooking Is Also a Science," (7) exercises on measuring versus weighing, canned versus homemade, and nutrient retention in cooked food, (8) evaluation and report forms, (9) lists of materials, procedures, questions, and criteria for judging quality or results, and (10) suggested ways to illustrate and explain the principles involved in the listed foods experiments. (FP)

VT 004 552
Starling, John Tull
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5681, microfilm $2.75, xeroxed copy $7.20).
Pub Date - 64 146p.

*VOCATIONAL AGRICULTURE; *HIGH SCHOOLS; *BIOLOGY; *CURRICULUM DEVELOPMENT; SCIENTIFIC PRINCIPLES; TEACHER ATTITUDES; VOCATIONAL AGRICULTURE TEACHERS; POST TESTING; PRETESTING; TRANSFER OF TRAINING; *INTEGRATED ACTIVITIES; EDUCATION INNOVATION; PROBLEM SOLVING; CONTROL GROUPS; EXPERIMENTAL GROUPS; COMPARATIVE ANALYSIS

The purpose of the study was to determine the feasibility of integrating biological principles with instruction in high school vocational agriculture in Ohio. Teachers in 15 pilot schools integrated biological principles with agricultural problem solving, and teachers in eight control schools conducted a traditional program. Pre- and post-test scores from each group on the California Achievement Tests, and an Interest Inventory were analyzed to determine differences in achievement between the groups. Teacher opinion was secured with a questionnaire. Pilot school students showed significant gains on all tests at either .01 or ,05 levels. Student age and achievement in biology were negatively correlated. The number of principles taught was the most important factor influencing change in achievement in biology. Teacher opinion was favorable concerning the extent to which students transferred the understanding of principles to agricultural problem solving. Teachers also indicated that the approach made vocational agriculture more challenging by placing emphasis upon "why" rather than "how." This Ph.D. thesis was submitted to The Ohio State University. A briefer report of the study is available as ED 012 753. (JM)

VT 004 669
Anderson, Donald Norris
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course. (Ph.D. Dissertation).

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (63-7903, microfilm $3.00, xeroxed copy $9.00).
Pub Date - Jun63 201p.

DOCTORAL THESES; *INDUSTRIAL ARTS; *CREATIVITY RESEARCH; *PROBLEM SOLVING; *CREATIVITY; *COLLEGE STUDENTS; CONTROL GROUPS; PRETESTING; EXPERIMENTAL GROUPS; POST TESTING

College students enrolled in a course titled "Industry and the Consumer" which was a general education elective course were utilized in a pilot study and three replications to test two methods of developing creative problem solving abilities. The students in four sections were placed into high, average, and low groups on the basis of their scores on the "American Council of Education Psychological Examination for College Freshmen." Students within these groups were randomly assigned to two experimental groups and one control group. All groups received the same lectures and instructional brochures, but one experimental group received additional printed material intended to encourage creativity while the second experimental group received additional verbal instructions from the teacher. Criterion measures were "The Minnesota Tests of Creative Thinking" and the final course test. Conclusions included: (1) The treatment involving verbal instructions was superior, (2) Differences among ability levels were not consistently in the same direction, (3) There was no consistent pattern of effects due to treatments and levels, and (4) No combination of treatment and level had a significant effect on learning as measured by the final course test. Resource materials utilized are available as VT 004 670. (EM)

VT 004 670
Anderson, Donald Norris
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course (Ph.D. Dissertation).

MF AVAILABLE IN VT-ERIC SET.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (63-7903, microfilm $3.00, xeroxed copy $9.00).
Pub Date - Jun63 202p.

DOCTORAL THESES; *INDUSTRIAL ARTS; *CREATIVITY RESEARCH; *PROBLEM SOLVING; *INSTRUCTIONAL MATERIALS; RESOURCE MATERIALS; *COLLEGE STUDENTS; *CREATIVITY

Instructional materials utilized in the doctoral dissertation, "An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course," (VT 004 669) are included. (EM)

VT 004 673
Kinning, Darrell R.
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 92p.

*INDUSTRIAL ARTS; MASTERS THESES; *TEACHING TECHNIQUES; *FIELD TRIPS; *INSTRUCTIONAL FILMS; HIGH SCHOOLS; *COMPARATIVE TESTING; EDUCATIONAL EXPERIMENTS; COMPARATIVE ANALYSIS; CONTROL GROUPS; EXPERIMENTAL GROUPS
ST. PAUL; MINNESOTA

The major purpose was to compare the effectiveness of a 16mm motion picture film and an industrial trip on learning about industry. The population consisted of 141 boys enrolled in woodshop at Johnson High School, St. Paul, Minnesota during 1964-65. These were ranked by their Otis Gamma Intelligence Test Scores and divided into equal groups of high, average, and low ability. Random assignment was then made to Group A (field trip), Group B (film), and Group C (control). Group A toured an industrial plant, and Group B viewed films covering approximately the same material as the tour. All three groups were given a test of knowledge related to the treatments, and 7 weeks later Groups A and B were given the same test for a retention measurement. A treatment by levels analysis of variance was the statistical design used for the analysis.

Findings based on an objective test immediately following treatments and the same test repeated 7 weeks later includes: (1) The film treatment was superior to the tour treatment, (2) High and average ability groups achieved significantly higher mean scores than did low ability groups, and (3) High ability groups did not achieve significantly higher mean scores than the average ability groups. Interaction did occur between treatment groups and ability levels on the first measure but not on the retention measure. A bibliography, tour and film outlines, an achievement test, and statistical data are included. This MA paper was submitted to the University of Minnesota. (EM)

VT 004 730 ED 020 372
Stauffer, Robert Harry
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-5974, microfilm $3.00, xeroxed copy $4.40).
Pub Date - 66 74p.

*EXTENSION EDUCATION; *AGRICULTURE; *HOME ECONOMICS; *LEARNING MOTIVATION; ADULTS; ORIENTATION; ADULT EDUCATION; INDIVIDUAL CHARACTERISTICS
PENNSYLVANIA

To test the Houle theory that adults have three orientations toward learning: the goal, the activity, and the knowledge orientations, a revised Sheffield learning-orientation scale was administered to 704 adults to determine learning orientation priorities of men and women who attended 32 agricultural and home economics meetings of cooperative extension in 16 Pennsylvania counties. Demographic factors included were age, sex, years of formal education, occupation, and degree of participation. Statistical treatment included factor analysis, correlation, and analysis of variance. Three primary learning orientations found among cooperative extension clientele were knowledge, affiliation, and occupation. Individuals with a knowledge orientation sought intellectual satisfaction through learning while affiliation-oriented individuals sought personal associations and friendships. Alleviation, civic altruism, and insight were secondary learning orientations. The occupation orientation had higher priority among men than women. The older clientele attended meeating for affiliation reasons and alleviation of boredom and frustration. Homemakers desired knowledge and association with others. Farmers were interested in occupational improvement. Manager-professionals, sales and service personnel, and young adults considered knowledge and occupational improvement to be the important reasons for attending extension meetings. The knowledge and affiliation orientations found were related to Houle's knowledge and activity categories, and the alleviation and civic altruism orientations to Sheffield's need for activity and personal and societal goals orientations. Neither described the insight orientation. This D.Ed. thesis was submitted to The Pennsylvania State University. (WB)

VT 005 417 ED 020 419
Ferguson, Edward T.
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level. Research Report No. 4.

Michigan State Univ., East Lansing. Dept. of Secondary Education
EDRS PRICE MF-$0.25 HC-$0.96 OEG-3-7-070211-2679
BR-5-0048; BR-7-0694

Pub Date - Apr68 22p.

*DISTRIBUTIVE EDUCATION; *COOPERATIVE EDUCATION; *PROJECT TRAINING METHOD; *EDUCATIONAL METHODS; *COMPARATIVE ANALYSIS; GRADE 12; GRADE 11; HIGH SCHOOL STUDENTS; ECONOMICS; SALESMANSHIP; STUDENT CHARACTERISTICS; TEACHER ATTITUDES; CONTROL GROUPS; ACADEMIC ACHIEVEMENT
MICHIGAN

A comparison of the effectiveness of project and cooperative methods of teaching high school distributive education in the competency areas of economic understanding and sales comprehension used (1) 251 grade 11 students in distributive education project method classes, (2) 299 grade 11 students in science or English classes, (3) 216 grade 12 students in distributive education cooperative method classes, and (4) 221 grade 12 students in science or English classes in 16 schools. Each of the distributive education classes met a single period three days a week, but the grade 12 cooperative method classes also had on-the-job training at least 15 hours per week. Data were collected on: (1) socioeconomic status, (2) student prior achievement based on standardized tests of reading, (3) student scores on standardized tests of economic understanding, sales comprehension, and sales terms, (4) student and teacher personal data, and (5) distributive education teacher scores on a teacher attitude inventory. Major findings were: (1) There was no significant correlation between the variables of student socioeconomic status, age, sex, and teacher attitude and student scores on reading comprehension, (2) The achievement of cooperative method classes was significantly higher on tests of sales comprehension than that of the project classes, (3) There was no significant difference between scores of the project and cooperative method groups on the test of economic understanding, (4) There was a positive correlation between students' prior achievement and scores on the achievement tests of economic understanding and sales comprehension, and (5) The control groups did as well or better than distributive education groups on economic and sales comprehension tests. (MM)

VT 005 429
Der Hovanesian, Joseph
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun54 74p.

*ADULT FARMER EDUCATION; *TEACHING PROCEDURES; *COMPARATIVE ANALYSIS; *PROGRAM EFFECTIVENESS
MICHIGAN

The purpose of the study was to determine the practices used and valued by Michigan teachers in both the more and the less effective adult farmer programs, and whether there were any significant differences in practices used and valued by the two groups. Effectiveness measured by use of Schroeder's 10 criteria for evaluating adult farmer classes determined the selection of 15 more effective and 14 less effective programs. Previously-collected data were analyzed. Of the 167 practices listed under 13 headings on the original questionnaire, 37 were "proven best," 51 were "proven good," 16 were "possibly good" practices, 41 were "unproven but showed promise," and 22 were "unproven." Practice usages were quite consistently distributed throughout the 13 headings by both groups but teachers in the more effective programs used significantly more practices. These teachers also used and valued more of the generally more valued practices, while teachers in less effective programs used and valued some of the generally less valued practices. Some highly valued practices were not generally used, some teachers used practices of limited value, and some teachers used practices not valued highly by those using them. Schroeder's 10 criteria, the original questionnaire, references, and a list of practices used and valued are included. (JM)

VT 005 453   ED 019 499
Oxendine, Joseph B.
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

EDRS PRICE MF-$0.25 HC-$1.86   OEG-1-7-068640-0287   24
BR-6-8640
Pub Date -   45p.

*PERFORMANCE FACTORS; INTELLIGENCE FACTORS; *PSYCHOMOTOR SKILLS; *OVERT RESPONSE; *SKILL DEVELOPMENT; MALES; *PERCEPTUAL MOTOR LEARNING; EDUCATIONAL EXPERIMENTS; GRADE 7; COMPARATIVE ANALYSIS; EXPERIMENTAL GROUPS; *PHYSICAL ACTIVITIES

The purpose of the study was to determine the effects of different schedules of mental and physical practice on the learning and retention of three motor tasks; using the pursuit rotor and learning the soccer kick, and jump shot. Three separate experiments were conducted in three junior high schools using 80, 72, and 60 seventh grade boys as subjects. Each experiment involved four groups, equated on the basis of intitial performance scores in the particular learning task. Each group was assigned to a different practice schedule for 7 successive school days. Three of the groups followed schedules which involved both mental and physical practice in different proportions (75 percent mental-25 percent physical, 50 percent mental-50 percent physical, and 25 percent mental-75 percent physical), and one group engaged in physical practice only. Performance tests were administered to all groups at the end of 7 days and at the end of 3 weeks of no practice. The conclusions were: (1) A schedule combining both physical and mental trials can prove as valuable in learning a motor task as a schedule in which all trials are physical, (2) Within the intelligence ranges of subjects used in these studies, IQ scores were not indicative of one's ability to benefit from mental practice, (3) Up to 50 percent of the practice time (or trials) spent in mental practice can be as effective as 100 percent of the time spent in physical practice, and (4) Although subjects responded favorably and conscientiously to the suggestion of mental rehearsal, some became impatient when the technique was used to excess, up to three-fourths of the practice time. (PS)

VT 005 534   ED 022 039
White, Patricia Carlin
Concept Formation and the Home Economics Curriculum. Inter-University Project One Publication Series.

Cornell Univ., Ithaca, N.Y.
Ford Foundation, New York, N.Y.
EDRS PRICE MF-$0.50 HC-$2.84
Project One Publication Office, 320 Wait Avenue, Ithaca, New York 14850 (single copies without charge).
Pub Date - Apr65 69p.

*CONCEPT FORMATION; *COGNITIVE PROCESSES; *LEARNING THEORIES; *CONCEPT TEACHING; LEARNING PROCESSES; CURRICULUM DEVELOPMENT; *HOME ECONOMICS EDUCATION; HOME MANAGEMENT

Principles of concept formation extracted from an extensive review of theoretical and empirical work in psychology, and their relationship to home economics are presented. The present attempts of home economics educators to identify the basic concepts of the field and organize curriculums around them are potentially fruitful, both for students and for the image of home economics. However, these educators have limited the meaning of "concept" in their use of the "concept approach." Curriculum groups have thus far been concerned only with concepts as products while experimental psychologists have investigated the process of learning concepts. The home economics teacher would profit from the curriculum in which the two approaches were unified. More and somewhat different types of materials are needed to teach for conceptual learning. Only national cooperation in building high school home economics curriculums would make possible the development of correlated textbooks, pamphlets, films, filmstrips, tapes, demonstration equipment and other illustrative materials for providing more direct or vicarious experiences for the students. Topics discussed are (1) meanings of concept, and the task, methodological, organismic, and strategy variables in concept learning, (2) the use of the concept approach in improving high school curriculums in the physical, biological, and social sciences and mathematics, and (3) sample lessons in the area of management of personal and family life illustrating the "conceptual mode" of teaching. (FP)

VT 005 538   ED 019 510
West, Leonard J.
Effects of Interval Pacing on the Acquisition of Typewriting Skill. Final Report.

New York City Univ., N.Y. Office of Research and Evaluation
EDRS PRICE MF-$0.25 HC-$1.76   OEG-1-7-062116-0397   08
BR-6-2116
ORE-RR-68-3
Pub Date - Jan68 42p.

*TYPEWRITING; *BUSINESS EDUCATION; *SKILL DEVELOPMENT; *INTERVAL PACING; SELF MOTIVATION; *TEACHING METHODS; HIGH SCHOOLS; EDUCATIONAL EXPERIMENTS; COMPARATIVE ANALYSIS

High school typists at four stages of training participated in an investigation of the relative effects of externally-paced versus self-paced practice on speed and accuracy in ordinary typewriter copy work. Two teachers in each of four schools taught both an externally-paced and a self-paced class to a total of 120 students per treatment in 16 classes. A mean of fifty 5-minute practice trials (3 or 4 a day) under either condition were conducted over a 4-week period on a body of ordinary prose praragraphs providing for 5 minutes of practice at every even-numbered speed from 16-76 words per minute. For externally-paced practice, copy was marked by the teacher. Subjects were to adjust stroking rates upward or downward in accord with time announcements. Self-paced practice copy was not marked internally, and there were not time announcements. Subjects were assigned to speed or to accuracy trials at individually appropriate speeds and progressed to higher speeds and a changed objective (speed or accuracy) according to their practice performance. Covariance analysis of post test speed and error scores showed no significant treatment differences. However, various lines of evidence suggest that possible treatment effects may have been swamped by the extremely disadvantageous amounts and distributions of speed and accuracy practice and practice rules applied by both pacing modes. Investigation under more advantageous practice rules was recommended. (AUTHOR)

VT 005 777 ED 021 131
Bjorkquist, David C.
The Education and Employment of Technicians. Interim Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education
EDRS PRICE MF-$0.50 HC-$3.44 OEC-4-10-108 08
BR-5-0085

Pub Date - Mar68 84p.

*MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; *TECHNICAL EDUCATION; *MECHANICAL DESIGN TECHNICIANS; INFORMATION DISSEMINATION; RESEARCH PROJECTS; *CONFERENCE REPORTS; EDUCATIONAL PROGRAMS MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The Technical Manpower Conference, held at the Pennsylvania State University campus on January 24 and 25, 1968, was the first phase in the dissemination of the research project, "Effects of Field and Job Oriented Technical Retraining on Manpower Utilization of the Unemployed." The presentations in Part I, intended to provide background and general considerations concerning the education and industrial utilization of technicians, are: (1) "The Education and Utilization of Technicians" by F.A. Gregory, (2) "Developing Technical Manpower," The Role of Industry" by F.R. Thornton, (3) "Developing Technical Manpower, The Role of Education" by R.M. Knoebel, and (4) "Technical Manpower and Industrial Development" by T.R. Robb. The presentations in Part II, concerned with an effort to answer specific questions about the education and employment of mechanical technicians, are: (1) "Field-Oriented Technician Education" by W.A. Dunn, (2) "Job-Oriented Technical Education" by G.W. Ellison, (3) "Manpower Research, Implications for the Education of Technicians" by C.R. Finch, and (4) "The Design Graduate and His Job" by S.R. Wiersteiner. (HC)

OTHER RESOURCES SECTION

VT 001 389 ED 020 302
Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.

American Vocational Assn., Washington, D.C.
EDRS PRICE MF-$0.75 HC-$6.08
American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 ($1.[illegible]5).
Pub Date - Jun68 150p.

*BIBLIOGRAPHIES; *RESEARCH REVIEWS (PUBLICATIONS); *VOCATIONAL EDUCATION; HIGH SCHOOLS; CURRICULUM RESEARCH; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; DISADVANTAGED YOUTH; OCCUPATIONAL GUIDANCE; EDUCATIONAL NEEDS; TEACHER EDUCATION; LEADERSHIP TRAINING; EDUCATIONAL ADMINISTRATION; VOCATIONAL TEACHERS; EVALUATION; *EDUCATIONAL RESEARCH

The complete texts of "Research Visibility" sections published in the nine issues of "American Vocational Journal," September 1967 through May 1968 are presented. The initial source of direction in determining appropriate themes and subtopics for each issue was the Panel of Consultants' report, "Vocational Education for a Changing World of Work." The reviews include research in the areas (1) high school age youth, September 1967, (2) people with educational needs beyond high school, October 1967, (3) youth with special needs, November 1967, (4) youth and adults unemployed or at work, December 1967, (5) toward teaching excellence, January 1968, (6) curriculum development and instructional materials, February 1968, (7) Vocational guidance, March 1968, (8) leadership and administration, April 1968, and (9) research and evaluation, May 1968. Each section contains general discussion of the month's theme, the synthesis of research, the column "Plain Talk" and a bibliography of research, demonstrations, and institutes in process. (MM)

VT 002 984 ED 019 464
Summaries of Studies in Agricultural Education, An Annotated Bibliography of Studies in Agricultural Education with Classified Subject Index. Supplement No. 16, Vocational Division Bulletin No. 180, Agricultural Series No. 80.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
OE-81002-63
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.281:81002-63, $.30).
Pub Date - 65 75p.

*AGRICULTURAL EDUCATION; *MASTERS THESES; *DOCTORAL THESES; *ANNOTATED BIBLIOGRAPHIES; *EDUCATIONAL RESEARCH

The 144 studies are categorized under the topics: administration, guidance, instruction, and teacher education. Each has been published or is available on loan from a university library or state department of education as indicated in the listing. Twenty are staff studies, 42 are doctoral dissertations, and 82 are master's theses in which the inferences drawn are applicable to areas or regions broader than local communities. This supplement of the project begun in 1932 represents participation or an increased number of states and universities, and construction of more studies on an experimental design or on probability sampling surveys. A classified index of the studies is included. (WB)

VT 003 632
RCU Research and Study Projects.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug67 14p.

*RESEARCH COORDINATING UNITS; *RESEARCH PROJECTS; *BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH

This bibliography indicates the range and scope of activities being conducted by various research coordinating units (RCU) to facilitate exchange of information between RCU's on projects of mutual interest. Listed are 159 research projects and less formal activities from 12 RCU's categorized under the topics administration, adult, agricultural, basic education, cluster concept, community surveys, cooperative education, cost analysis, curriculum, disadvantaged, distributive, dropouts, employment surveys, evaluation, facilities, followup, guidance, handicapped, health occupations, home economics, information programs, Indians (Americans), mobility, motivation, Negro, office occupations, orientation, on-the-job training, pre-technical, private schools, recreation, retraining, scholarships, state plans and programs, students plans and character, teacher education, team teaching, technical, television, trade and industry, underachieving, university, and non-experience. The names of the 12 Unit directors and a topical index are included. (EM)

VT 004 185
RCU Research and Study Projects.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov67 27p.

*RESEARCH COORDINATING UNITS; *RESEARCH PROJECTS; *VOCATIONAL EDUCATION; *BIBLIOGRAPHIES

The 392 completed and in-process research projects and activities on all phases of vocational and technical education which are listed indicate the range and scope of the research and activities of 29 research coordinating units. They are listed by states. A topical index is included. (EM)

VT 004 373
List of Studies Made at University of Minnesota in Business and Distributive Education.

Minnesota Univ., Minneapolis
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 24p.

*BUSINESS EDUCATION; *DISTRIBUTIVE EDUCATION; *BIBLIOGRAPHIES; MASTERS THESES; DOCTORAL THESES; STUDENT RESEARCH
UNIVERSITY OF MINNESOTA

The 274 studies done for college credit, and masters and doctoral degrees in the fields of business and distributive education are listed by year from 1948 through 1967. The amount of credit received and the number of pages are given for each. (MM)

VT 004 650
Gray, Robert K., And Others
An Illinois Inventory of Research and Studies in Vocational Education.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Tech. Ed.
Illinois Research and Development Coordinating Unit, Springfield.
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-126
IRDCU-Misc-Pub-401
Pub Date - Dec67 35p.

RESEARCH PROJECTS; *ANNOTATED BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; EDUCATIONAL RESEARCH
ILLINOIS

This bibliography containing 284 items represents a large portion of the vocational educational research effort in the State from January 1965 through July 1967. Both completed and in-progress research is included. Many items are annotated but the bibliographic citations are not complete. The entries are categorized under (1) Agriculture and Related, (2) Business Education, (3) Cooperative Education, (4) Culturally Deprived, Socially Maladjusted, and Potential Dropouts, (5) Guidance and Placement, (6) Health Occupations, (7) Home Economics Education, (8) Industrial and Related, and (9) Junior College-Post-Secondary. In the index, each subject heading is followed by a series of numbers referring to the specific citations in that category. (EM)

VT 004 923
Bibliography of Selected Research in the Field of Occupational Education.

Delaware Occupational Research and Coordinating Unit, Dover
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 18p.

*BIBLIOGRAPHIES; *RESEARCH PROJECTS; *VOCATIONAL EDUCATION; *MICROFICHE; *EDUCATIONAL RESEARCH
ERIC

The Delaware Occupational Research Coordinating Unit (RCU) has compiled, as a service to local schools, a listing of selected research studies in the field of occupational education and related areas which have been reported in "Research in Education," a publication of the ERIC System. Each of approximately 125 studies listed is available on microfiche cards at the RCU office. Complete bibliographic data and the ERIC document number are given for each reference included. Publication dates are from 1959 through 1966. Each of the documents contains the final report of a research project funded under the Vocational Education Act of 1963. The dissemination of this information is intended to (1) provide the schools with a source of up-to-date information on developments in the field of occupational education, (2) provide data to substantiate changes that help to improve programs at the local school level, and (3) provide samples of written research documents that would assist local schools in writing research proposals. (ET)

VT 005 047
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas--1960-1967.

Iowa Research Coordinating Unit, Des Moines
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 44p.

*BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; INDEXES (LOCATORS); MASTERS THESES; *EDUCATIONAL RESEARCH; DOCTORAL THESES; RESEARCH COORDINATING UNITS
IOWA

Titles of contract research and abstracts of master's theses and doctoral dissertations, completed between 1960 and 1967, are presented. Most of the research was done at the three state universities and one private university, Drake University, Des Moines, Iowa. The 329 items are listed in a content index by author, year, and Iowa Research Coordinating Unit publication number and abstract number. The title index, alphabetized by author, includes the same information in addition to the title, the degree level of the author or name of the contract agency, the university, and the date of completion. A subject index provides abstract numbers under 32 area headings. Some of the areas are administration, adult education, building and equipment, business education, community resources, evaluation, guidance, student interests, teacher education, and trade and industry. (HC)

VT 006 926 ED 022 065
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
EDRS PRICE MF-$5.75 HC NOT AVAILABLE FROM EDRS.
Pub Date - 68 1,509p.

INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS

Documents announced in the Fall 1968 issue of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) but not announced in "Research in Education" are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (BS)

VT 007 213 ED 022 970
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

Ohio State Univ., Columbus. Center for Vocational Education
Sears-Roebuck Foundation, Skokie, Ill.
Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-$1.25 HC-$11.28
Pub Date - 68 280p.

*ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION; INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teachers, educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupsings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Development, (10) Students and Student Personnel Service, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. A separate microfiche set which includes documents without ED numbers, is available from the ERIC Document Reproduction Service (VT 006 926). (HC)

INDEXES

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

ADAMS, SPENCER D.
VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.

ADDISON, ROBERT T. AND OTHERS
VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.

AEROSPACE EDUCATION FOUNDATION, WASHINGTON, D.C.
VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.

AKRON UNIVERSITY, OHIO
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. HOME ECONOMICS EDUCATION
VT 005 030 338
Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.

VT 005 031 338
Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.

VT 005 032 338
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.

VT 005 033 338
Furnishings, Equipment and Supplies for Child Development Laboratory.

VT 005 034 338
Equipment for Quantity Food Preparation and Service Laboratory.

VT 005 035 339
Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.

ALASKA STATE DEPT. OF EDUCATION, JUNEAU. DIV. OF VOCATIONAL EDUCATION.
VT 005 463 294
Guideline for Cooperative Education Coordinator.

ALTMAN, JAMES W.
VT 004 363 302
A Behavioral View of Vocational-Technical Education.

VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
VT 002 922 279
Paramedical and Health-Related Programs in the Junior College.

Page

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.
VT 003 698 344
Education and a Woman's Life.

AMERICAN INDUSTRIAL ARTS ASSN., WASHINGTON, D.C.
VT 003 411 ED 019 466 356
New Directions for Industrial Arts.

AMERICAN INSTITUTES FOR RESEARCH, PITTSBURGH, PA.
VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

AMERICAN PERSONNEL AND GUIDANCE ASSN., WASHINGTON, D.C.
VT 005 710 ED 019 520 372
Proceedings, National Seminar on Vocational Guidance.

AMERICAN PERSONNEL AND GUIDANCE INTERDIVISIONAL COMMISSION ON GUIDANCE AND VOCATIONAL EDUCATION
VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.

AMERICAN SOCIETY OF AGRICULTURAL ENGINEERS, ST. JOSEPH, MICH.
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
VT 001 389 ED 020 302 392
Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.

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Vocational Education for American Youth.

VT 005 710 ED 019 520 372
Proceedings, National Seminar on Vocational Guidance.

AMOS, RUTH
VT 005 045 ED 017 735 380
A Survey of the Need for Pre-School Teacher Training.

ANDERSON, DONALD NORRIS
VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

ARNOLD, JOSEPH P. AND OTHERS
VT 004 935 ED 018 661 361
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.

VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.

Page

APPLEGARTH, BOYD
VT 001 382 328
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

ARNOLD, WALTER M.
VT 003 590 281
The Federal Government's Role in the Training of Technicians.

ASBELL, BERNARD
VT 004 376 ED 020 326 283
New Directions in Vocational Education.

ASHCRAFT, MARION GILBERT
VT 004 769 ED 017 719 371
An Analysis of the Effect of the High School Curriculum upon College Achievement.

BAIL, JOE P.
VT 004 948 324
Careers in Agriculture, A Guide for High School Students.

BAILEY, JOSEPH KENNA
VT 004 533 322
Non-Farm Agricultural Employment in West Virginia.

BALDWIN, THOMAS S.
VT 003 205 ED 018 613 330
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.

VT 005 199 ED 018 668 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.

VT 005 200 ED 018 669 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

BARNES, BILL
VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

BARNETT, LAWRENCE J.
VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

BARROW, JOSEPH M.
VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level-- A New Look.

BATTELLE MEMORIAL INST., COLUMBUS SOCIO-ECONOMICS RESEARCH SECTION
VT 000 886 309
The Michigan Power Study. Phase I.

BEAL, GEORGE M. AND OTHERS
VT 002 885 ED 002 885 278
The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

BEALL, MIRIAM L.
VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.

BECKMAN, ANN C.
VT 003 555 ED 018 632 280
Research in Apprenticeship Training.

BELL, A.P.
VT 005 479 ED 020 425 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.

BENDER, RALPH E.
VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.

VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

BENNETT, WILLIAM CLAIR, JR.
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

BINKLEY, HAROLD
VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

BJORQUIST, DAVID C.
VT 005 777 390
The Education and Employment of Technicians.

BLAIR, MARGARET AND OTHERS
VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

BOHLEBER, MICHAEL E.
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.

BOLERATZ, JULIA M.
VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.

BOOZ ALLEN AND HAMILTON, INC.
VT 003 675 320
An Action Program for Industrial Progress in Idaho.

BOTTOMS, JAMES E.
VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.

VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.

BRADEN, PAUL V.
VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.

Page

BRICKNER, DALE G
VT 002 655 ED 019 461 314
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BRIGHAM YOUNG UNIV., PROVO. DEPT. OF INDUSTRIAL EDUCATION
VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.

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VT 000 580 269
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.

BRUNNER, KEN AUGUST
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.

BRUTON, JOHN C.
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The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

BUCKS COUNTY PUBLIC SCHOOLS, DOYLESTOWN, PA.
VT 002 246 366
What's Your Future in the World of Work?

BUNTIN, L. ANN
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A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

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VT 004 998 345
State Committee on Seasonal Agricultural Labor.

CAIN, PAUL S.
VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

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VT 005 144 291
A Study of Technical Education in California.

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VT 001 329 310
Impact of Automation on Office Occupations.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION
VT 002 368 276
Roadmap for a Decade of Progress in Industrial Education.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. INSTRUCTIONAL MATERIALS LABORATORY
VT 001 213 309
Science and Engineering Technician Study.

Page

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. VOCATIONAL EDUCATION SECTION
VT 005 158 292
Instructional Codes and Titles.

CALIFORNIA STATE POLYTECHNIC COLL., SAN LUIS OBISPO. DEPT. OF BUSINESS
VT 001 956 274
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.

CALIFORNIA UNIV., BERKELEY. SCHOOL OF EDUCATION
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.

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Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

CALIFORNIA UNIV., DAVIS
VT 005 028 324
Motivation of Domestic Seasonal Farm Workers.

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VT 002 137 ED 018 609 275
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CAMPBELL, ROBERT E. AND OTHERS
VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.

CAREY, OMER L. AND OTHERS
VT 003 412 317
Trends in Distribution, Services and Transporation, With Particular Reference to the State of Washington.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

CENTRAL WYOMING COLLEGE, RIVERTON.
VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.

CHADDERDON, HESTER
VT 001 831 375
Interest in Teaching Home Economics.

CHAMBER OF COMMERCE OF THE UNITED STATES, WASHINGTON, D.C.
VT 003 564 ED 018 633 318
Automation and Unemployment.

CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.
VT 002 649 344
Occupational Exploration Program Manual of Operations.

CHICAGO BOARD OF EDUCATION, ILL. DEPT. OF VOCATIONAL AND PRACTICAL ARTS EDUCATION
VT 001 435 ED 018 574 328
Survey of Currently Employed Nurse Aides in Chicago.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

CHRISTENSEN, VIRGIL E.
VT 003 201 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

CINCINNATI PUBLIC SCHOOLS, OHIO
VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.

CIVIL SERVICE COMMISSION, WASHINGTON, D.C.
VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.

CLARK, RAYMOND M.
VT 000 566 326
Training for Off-Farm Agricultural Occupations.

VT 000 568 269
Training for Off-Farm Agricultural Occupations.

CLARY, JOSEPH RAY
VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.

CLEMSON UNIV., S.C.
VT 004 780 ED 017 722 352
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.

CLOYD, HELEN M. AND OTHERS
VT 000 673 326
Follow-Up Study of Business Education Graduates of Selected High School in Michigan.

COLE, LUCY W.
VT 000 552 306
A Case Study in Trade-Area Development.

VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.

COLLINS, CHARLIE J.
VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

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VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.

COLORADO STATE BOARD FOR VOCATIONAL EDUCATION, DENVER
VT 000 527 269
Manual for Young and Adult Farmer Programs.

VT 001 019 336
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.

Page

VT 001 664 273
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.

VT 002 905 278
Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.

COLORADO STATE UNIV., FORT COLLINS
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.

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VT 000 527 269
Manual for Young and Adult Farmer Programs.

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VT 005 720 ED 020 439 304
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VT 005 051 346
The Colorado Story, Volume II.

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The Colorado Story.

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Proceedings, Associate Degree Workshop.

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VT 005 022 ED 020 400 289
Education and Training of Technicians.

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VT 002 328 337
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.

CONNECTICUT VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, HARTFORD
VT 005 146 ED 019 495 363
Research Report, 1966-1967.

CONNOLLY, JOHN
VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.

COOK, FRED S.
VT 001 483 ED 018 583 336
Office Machines Used in Business. Today.

COOKE, LOT H., JR.
VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.

Page

CORNELL UNIV., ITHACA, N.Y.
VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

CORNELL UNIV., ITHACA, N.Y. DEPT. OF EDUCATION
VT 004 863 ED 018 660 352
Using Programed Instruction in Occupational Education.

COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.

COURTNEY, E. WAYNE
VT 003 614 320
Some Statistical Correlates in Industrial Graphics.

VT 005 190 ED 020 410 363
Research Needs in Vocational-Technical Education.

CRAWFORD, LUCY C.
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.

CREWS, JAMES W.
VT 002 241 ED 019 433 358
Research Needed in Florida Business Education.

CURTIS, C.M.
VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.

VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.

VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.

CUSHMAN, HAROLD R. AND OTHERS
VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.

DAILEY, JOHN T.
VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

DAWIS, RENE V.
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.

DEAN, ERNEST H.
VT 000 553 269
Recommendations for the Improvement of Utah's Post-High Schools Vocational Technical Education Program.

DEBLASSIE, RICHARD R.
VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

DELAWARE OCCUPATIONAL RESEARCH AND COORDINATING UNIT, DOVER
VT 004 923 393
Bibliography of Selected Research in the Field of Occupational Education.

VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.

DELAWARE STATE DEPT. OF PUBLIC INSTRUCTION, DOVER
VT 004 604 284
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.

DELTA PI EPSILON. ALPHA LAMBDA CHAPTER, MICHIGAN STATE UNIV., EAST LANSING
VT 000 673 326
Follow-Up Study of Business Education Graduates of Selected High School in Michigan.

DEMOND, ALBERT L. AND OTHERS
VT 005 420 ED 017 744 347
Progress Reports of Vocational-Technical Education Program Development for Persons with Special Needs by States.

DENNIS, LAWRENCE E.
VT 003 698 344
Education and a Woman's Life.

DER HOVANESIAN, JOSEPH
VT 005 429 388
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

DIABLO VALLEY COLL., CONCORD, CALIF.
VT 002 708 367
Technical-Vocational Education at Diablo Valley College.

DILLON, ROY D.
VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

DRABICK, LAWRENCE W.
VT 004 615 ED 020 352 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.

DRAPER CORRECTIONAL CENTER, ELMORE, ALA. REHABILITATION RESEARCH FOUNDATION
VT 002 185 350
Mathetics, A System of Programmed Instruction.

VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.

Page

VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.

VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.

VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

DUEKER, RICHARD L.
VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

DUFTY, NORMAN F., ED.
VT 002 477 276
Essays on Apprenticeship.

DUKE UNIV., DURHAM, N.C.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.

DUNCAN, J.W.
VT 000 886 309
The Michigan Power Study. Phase I.

DUNN, CHARLIE M.
VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.

EAST, MARJORIE
VT 000 218 374
The Role of Teacher Education Institutions.

VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for Preservice Education of Home Economics Teachers.

EDUCATION COMMISSION OF THE STATES. AD HOC COMMITTEE ON VOCATIONAL-TECHNICAL EDUCATION
VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes place.

EGERMEIER, JOHN C.
VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

EGERMEIER, JOHN C., AND OTHERS
VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.

Page

EHRESMAN, NORMAN D. AND OTHERS
VT 005 046 332
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.

ELLIS, JEWELL DEENE
VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.

EMERSON, LYNN A.
VT 005 130 290
Technician Training Beyond the High School.

FAVREAU, D.F.
VT 005 048 290
Crisis in the Fire Service.

FERGUSON, EDWARD T., JR.
VT 004 195 ED 019 473 301
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.

VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.

FERGUSON, GORDON E.
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

FINSTERBACH, FRED C.
VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

FISH, LAWRENCE D.
VT 001 382 328
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

FLANEGAN, CATHERINE P.
VT 004 346 322
Annotated Bibliography on Gainful Employment in Home Economics.

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE
VT 001 241 328
Industrial Arts Education in Escambia County.

VT 004 619 ED 017 711 285
Distributive Education Programs in Florida's Junior Colleges.

VT 004 620 ED 017 712 285
The Project Plan for Distributive Education in Florida High Schools.

VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. AGRICULTURAL EDUCATION SECTION
VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.

Page

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DIV. OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. TECHNICAL AND HEALTH OCCUPATIONS EDUCATION SECTION
VT 005 510 295
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.

VT 005 601 297
Guidelines for the Training of Nurse Aides.

FLORIDA STATE UNIV., TALLAHASSEE. DEPT. OF HOME ECONOMICS EDUCATION
VT 004 346 322
Annotated Bibliography on Gainful Employment in Home Economics.

THE FLUID POWER SOCIETY, THIENSVILLE, WIS.
VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.

VT 004 200 ED 016 113 378
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

FORD, ROXANA, R.
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.

FOREE, ROBERT
VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

FORSYTH, G.R.
VT 003 232 ED 018 616 331
Expanding Employability in Ontario.

FRANK, SHELDON AND OTHERS
VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.

FREED, C.W.
VT 003 222 279
Region II Vocational Education.

FREIER, ERNEST E.
VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.

FULLER, GERALD R.
VT 002 551 343
Project REDY.

Page

GALLINGTON, RALPH O.
VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.

VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.

VT 004 743 345
Success Factors in Retaining Potential Dropouts.

GAYLOR, BARBARA
VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.

GEORGE WASHINGTON UNIV., WASHINGTON, D.C.
VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

GEORGE WASHINGTON UNIV., WASHINGTON, D.C. SCHOOL OF EDUCATION
VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA
VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. VOCATIONAL GUIDANCE SERVICE
VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.

GIANINI, PAUL C.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.

GOFF, MAURICE L.
VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.

GOVERNOR'S COMMITTEE ON THE EDUCATION AND EMPLOYMENT OF WOMEN, ALBANY, N.Y.
VT 000 603 307
New York Women and Their Changing World.

GRABOWSKI, DONALD J.
VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

Page

GRAY, ROBERT K. AND OTHERS
VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.

GREEN, GEORGE B.
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.

GREENFIELD, RICHARD
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.

GREIBER, C.L.
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.

GRIEST, JEANNE
VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.

GRIGG, SHIRLENE R.
VT 002 503 343
Pennies Grow on Plans.

GROEMLING, DOROTHY M.
VT 003 059 386
Home Economics in the Junior High School.

GYSBERS, NORMAN C.
VT 005 710 ED 019 520 372
Proceedings, National Seminar on Vocational Guidance.

HAINES, PETER G. AND OTHERS
VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.

VT 005 451 ED 020 423 381
Readings in Distributive Education.

HALTERMAN, JERRY JACK
VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.

VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.

HAMBURGER, MARTIN
VT 001 804 ED 019 403 310
The Significance of Work Experience in Adolescent Development.

HANSEN, GARY B.
VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

HAPPE, M.J.
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.

Page

HARDING, A. LOUISE
VT 005 407 294
Handbook for Practical Nursing Teachers.

VT 005 408 339
Practical Nursing Facilities.

HARP, JOHN AND OTHERS
VT 004 621 ED 020 354 369
Expectations and Realities.

HARRIS, NORMAN C.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.

HASTINGS, JAMES R. AND OTHERS
VT 005 276 ED 018 670 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.

HEALTH CAREERS COUNCIL OF ILLINOIS, CHICAGO
VT 001 470 366
Completion Report On Guidance Counselors Workshops in Health Careers.

HERNDON, LEO PRICE
VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.

HIGMAN, HOWARD
VT 005 051 346
The Colorado Story, Volume II.

HIGMAN, HOWARD AND OTHERS
VT 005 052 346
The Colorado Story.

HIMMALE, IRVIN H.
VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.

HOFFMAN, KENNETH E.
VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.

HOLLENBERG, A.H.
VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

HORNER, JAMES T.
VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.

HORNER, JAMES T. AND OTHERS
VT 003 594 359
Technical Progress Report. September 1-November 30, 1967.

HOUSTON, DAVID JUAN, JR.
VT 006 458 383
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980

HUFFMAN, HARRY
VT 005 131 ED 018 663 346
Boost--Business and Office Education Student Training.

Page

HULL, WILLIAM L.
VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.

HULL, WILLIAM L. AND OTHERS
VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.

HUMMEL, RICHARD
VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.

HUNTER, ROBERT
VT 005 051 346
The Colorado Story, Volume II.

HUNTER, WILMA
VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.

IDAHO OCCUPATIONAL RESEARCH COORDINATING UNIT, MOSCOW
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.

VT 002 195 343
A Study of Vocational Training for Mentally and Physically Handicapped.

VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.

IDAHO STATE DEPT. OF COMMERCE AND DEVELOPMENT, BOISE
VT 003 675 320
An Action Program for Industrial Progress in Idaho.

IDAHO UNIV., MOSCOW
VT 002 322 376
Vocational Teacher Education.

ILLINOIS LEAGUE FOR NURSING, CHICAGO
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.

ILLINOIS NURSES' ASSN., CHICAGO
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.

ILLINOIS RESEARCH AND DEVELOPMENT COORDINATING UNIT, SPRINGFIELD
VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.

Page

ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD
VT 001 691 273
Essentials and Requirements of a Vocational Agriculture Program.

VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.

VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.

ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. VOCATIONAL AND TECHNICAL DIV.
VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.

VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.

VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.

ILLINOIS STATE EMPLOYMENT SERVICE, CHICAGO. CHICAGO AREA RESEARCH AND STATISTICS UNIT
VT 003 22[illegible] 315
DuPage County Manpower Profile, 1947-1970.

ILLINOIS STATE OFFICE SUPERINTENDENT OF PUBLIC INSTURCTION, CHICAGO. DEPT. OF GUIDANCE SERVICES
VT 001 470 366
Completion Report on Guidance Counselors Workshops in Health Careers.

ILLINOIS STUDY COMMISSION ON NURSING, CHICAGO
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.

ILLINOIS UNIV., URBANA
VT 002 551 343
Project REDY.

ILLINOIS UNIV., URBANA. AGRICULTURAL EDUCATION DIV.
VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.

INDIANA EMPLOYMENT SECURITY DIV., INDIANAPOLIS. RESEARCH AND STATISTICS SECTION
VT 003 227 315
Evansville Area Skill Survey.

INDIANA MANPOWER RESEARCH ASSN., LAFAYETTE
VT 002 655 ED 019 461 314
Proceedings, Indiana Manpower Research Conference.

VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.

Page

INDIANA STATE DEPT. OF PUBLIC INSTRUCTION, INDIANAPOLIS. DIV. OF VOCATIONAL EDUCATION
VT 003 721 281
Adult D.E. Programs in the Secondary School.

INDIANA STATE UNIV., TERRE HAUTE
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

INDUSTRIAL EDUCATIONAL CENTER, DURHAM, N.C.
VT 005 587 296
Dental Laboratory Technician's Training Program.

INTERNATIONAL FIRE ADMINISTRATION INST., ALBANY, N.Y.
VT 005 048 290
Crisis in the Fire Service.

INTERNATIONAL LABOUR OFFICE, GENEVA (SWITZERLAND)
VT 000 795 308
Labour and Automation.

IOWA AGRICULTURE AND HOME ECONOMICS EXPERIMENT STATION, AMES
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.

VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

IOWA RESEARCH COORDINATING UNIT, DES MOINES
VT 005 047 393
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas -- 1960-1967.

IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. DIV. OF VOCATIONAL EDUCATION
VT 004 054 282
Part-Time Cooperative Industrial Education.

IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. VOCATIONAL AGRICULTURE SECTION
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.

VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES
VT 002 885 ED 016 800 278
The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.

Page

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. DEPT. OF EDUCATION
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.

VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

IOWA UNIV., IOWA CITY. CENTER FOR LABOR AND MANAGEMENT
VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.

JACOBY, GERTRUDE P.
VT 004 937 ED 019 492 332
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.

JACOBY, ROBERT
VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.

JARRETT, VON H.
VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.

JEFFERY, C. RAY
VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

JENSEN, ARTHUR K.
VT 004 780 ED 017 722 352
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.

JOHNSON, CARLTON E.
VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.

JOHNSON, E.J.
VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

JOHNSON FOUNDATION, RACINE, WIS.
VT 005 029 289
Wingspread Conference on Fire Service Administration.

JOHNSON, HILDEGARDE AND OTHERS
VT 004 489 356
Our Educational Beliefs.

Page

JOINT SAFETY COMMITTEE OF THE AMERICAN VOCATIONAL ASSN. AND THE NATIONAL SAFETY COUNCIL
VT 001 208 336
National Standard School Shop Safety Inspection Check List.

JONES, WILLIAM P.
VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

JORDAN, BETH C.
VT 001 551 ED 018 589 329
Young Women in Virginia.

KALISH, MARTIN
VT 005 634 ED 020 432 383
Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

KANSAS CITY ASSN. OF TRUST AND FOUNDATIONS, MO.
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.

KANSAS STATE BOARD FOR VOCATIONAL EDUCATION, TOPEKA
VT 003 636 300
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.

VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

KANSAS VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, TOPEKA
VT 004 929 362
RCU Staff Study.

VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

KANTER, EARL F.
VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

KASE, DONALD
VT 004 395 ED 017 685 302
Curricular Needs of North Bay Schools.

KAUFMAN, HAROLD F.
VT 000 552 306
A Case Study in Trade-Area Development.

VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.

KEENAN, DOROTHY
VT 003 093 386
Experimentation in the Teaching of Foods.

KENTUCKY RESEARCH COORDINATING UNIT, LEXINGTON
VT 002 208 336
A Guide for the Use of the Kentucky Vocational Education Research Resource Library.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

KENTUCKY UNIV., LEXINGTON. DIV. OF VOCATIONAL EDUCATION
VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

KENYON, PAUL
VT 001 956 274
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.

KIEFERT, JAMES J.
VT 001 385 310
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.

VT 004 046 369
The Migration Aspirations of North Dakota Senior Males.

KILCHENSTEIN, DOLORES
VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.

KINNING, DARRELL R.
VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

KJOS, O.E.
VT 002 322 376
Vocational Teacher Education.

KISHKUNAS, LOUIS J.
VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.

VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.

KITCH, DONALD E.
VT 005 158 292
Instructional Codes and Titles.

KOBERNICK, ALLAN
VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.

KOHEN, RAY W.
VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.

KOSTENBAUDER, SCOTT
VT 003 233 367
A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.

KOTZ, ARNOLD
VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.

VT 005 042 ED 017 734 290
Occupational Education--Planning and Programming. Volume Two.

Page

KREUTER, MORTIMER
VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

KUHNS, EILEEN P.
VT 000 560 306
Technical and Semi-Professional Occupational Survey.

KURTH, EDWIN L.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Floida.

KUVLESKY, WILLIAM P.
VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.

VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.

LANGDON, CHARLES L.
VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.

LAW, GORDON F.
VT 005 474 ED 018 675 371
Research Visibility. Vocational Education Is Service--Vocational Guidance.

LEE, ALLEN
VT 003 247 331
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

LEHMAN, RUTH T.
VT 001 832 375
Attitudes Toward Groups and Families.

LEIBERG, LEON G.
VT 005 654 ED 019 519 298
Project Challenge.

LERNER, SIDNEY AND OTHERS
VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.

LESLIE, JOHN D.
VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.

LIN, NAN
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.

LITTLE, J. KENNETH
VT 004 488 ED 016 863 360
Annual Report, November 1966.

VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.

Page

LOREEN, C.O.
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture, Objective 5.

LOUDERMILK, KENNETH M.
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.

VT 002 195 343
A Study of Vocational Training for Mentally and Physically Handicapped.

LOUISIANA STATE DEPT. OF LABOR, BATON ROUGE. RESEARCH AND STATISTICS UNIT
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

LOUISIANA STATE UNIV., BATON ROUGE. DEPT. OF VOCATIONAL AGRICULTURAL EDUCATION
VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.

VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.

VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.

LOUISIANA VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, NATCHITOCHES
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

LOVE, EDWIN LAMAR
VT 004 732 ED 020 374 323
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.

LOVING, ROSA H.
VT 001 551 ED 018 589 329
Young Women in Virginia.

LUNDER, ROBERT O.
VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational Technical Schools of Minnesota.

LYNN, FRANK
VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.

Page

VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.

MC CRYSTAL, THOMAS J.
VT 004 045 331
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.

MACGILLIVRAY, JOHN H.
VT 005 028 324
Motivation of Domestic Seasonal Farm Workers.

MC KEE, JOHN M.
VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center,Elmore Alabama. 16th Progress Report.

VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.

VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.

VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

MC MAHON, GORDON G.
VT 000 781 327
Practical Nurse Education in Ohio.

VT 005 419 ED 022 031 339
Seminar on Shop and Laboratory Planning for Vocational Education.

MC MILLION, MARTIN B.
VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

MAGISOS, JOEL
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.

MALEY, DONALD
VT 002 356 ED 014 554 300
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level Phase II. Cluster Concept Project. Third Quarterly Report.

Page

VT 003 254 ED 015 261 378
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II. Cluster Concept Project. Second Quarterly Report.

MALICHE, ELEANOR
VT 001 483 ED 018 583 336
Office Machines Used in Business Today.

MANAGEMENT AND ECONOMICS RESEARCH, INC., PALO ALTO, CALIF.
VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.

MANKATO AREA VOCATIONAL-TECHNICAL SCHOOL, MINN.
VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.

MANPOWER ADMINISTRATION (DOL),WASHINGTON, D.C.
VT 002 353 ED 019 440 312
Negroes in Apprenticeship.

VT 003 307 ED 018 627 280
University Perspectives on Manpower.

MANPOWER ADMINISTRATION (DOL),WASHINGTON,D.C. BUREAU OF APPRENTICESHIP AND TRAINING
VT 003 246 377
How to Train Workers on the Job.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. BUREAU OF EMPLOYMENT SECURITY
VT 003 311 316
Smaller Communities Program.

MARYLAND UNIV., COLLEGE PARK
VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.

VT 002 432 330
Evaluation Results for Leadership Development Seminars I, II, III.

VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting and Evaluation, Vocational-Technical Education.

VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.

MARYLAND UNIV., COLLEGE PARK. DEPT. OF INDUSTRIAL EDUCATION
VT 002 356 ED 014 554 300
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.

Page

VT 003 254 ED 015 261 378
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II. Cluster Concept Project. Second Quarterly Report.

MATHER, MARY
VT 003 059 386
Home Economics in the Junior High School.

MATTHEWS, RALPH W.
VT 005 463 294
Guideline for Cooperative Education Coordinator.

MEADERS, O. DONALD
VT 005 552 ED 019 513 296
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.

MICHIGAN STATE DEPT. OF PUBLIC INSTRUCTION, LANSING
VT 003 690 359
First Annual Report of the Michigan RCU.

MICHIGAN STATE DEPT. OF PUBLIC INSTRUCTION, LANSING. DIV OF VOCATIONAL EDUCATION
VT 001 245 374
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.

MICHIGAN STATE UNIV., EAST LANSING. BUREAU OF EDUCATIONAL RESEARCH SERVICES
VT 003 384 350
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.

MICHIGAN STATE UNIV., EAST LANSING. COLL. OF EDUCATION
VT 000 566 326
Training for Off-Farm Agricultural Occupations.

VT 000 568 269
Training for Off-Farm Agricultural Occupations.

VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.

VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.

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A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.

VT 004 796 287
Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

VT 004 807 287
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.

VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.

MICHIGAN STATE UNIV., EAST LANSING. DEPT. OF SECONDARY EDUCATION
VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.

VT 005 451 ED 020 423 381
Readings in Distributive Education.

VT 005 552 ED 019 513 296
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.

VT 005 556 ED 020 427 382
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.

VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.

MICHIGAN STATE UNIV.,EAST LANSING. OFFICE OF REAEARCH AND PUBLICATIONS
VT 003 403 316
Vocational Curricula in Michigan.

MICHIGAN UNIV., ANN ARBOR. INST. OF LABOR AND INDUSTRIAL RELATIONS
VT 002 942 ED 016 068 315
Equal Employment Opportunities.

MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, LANSING
VT 003 690 359
First Annual Report of the Michigan RCU.

VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.

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VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.

VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.

MILLER, JOHN G.
VT 002 313 ED 019 437 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

Page

MILLER, PAUL A.
VT 003 307 ED 018 627 280
University Perspectives on Manpower.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. VOCATIONAL DIV.
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

MINNESOTA UNIV., MINNEAPOLIS
VT 004 373 392
List of Studies Made at University of Minnesota in Business and Distributive Education.

MINNESOTA UNIV., MINNEAPOLIS. BUREAU OF EDUCATIONAL RESEARCH
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children

VT 001 831 375
Interest in Teaching Home Economics.

VT 001 832 375
Attitudes Toward Groups and Families.

MINNESOTA UNIV., MINNEAPOLIS. BUREAU OF INSTITUTIONAL RESEARCH
VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.

MINNESOTA UNIV., MINNEAPOLIS. INDUSTRIAL RELATIONS CENTER
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.

MINNESOTA UNIV., MINNEAPOLIS. INST. OF AGRICULTURE
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

MISSISSIPPI AGRICULTURAL EXPERIMENT STATION, STATE COLLEGE
VT 000 552 306
A Case Study in Trade-Area Development.

VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.

MISSOURI COMMISSION ON HIGHER EDUCATION, JEFFERSON CITY.
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.

MISSOURI STATE DEPT. OF EDUCATION, JEFFERSON CITY
VT 001 701 273
Manual of Operation for Vocational Education Programs in Missouri.

MISSOURI STATE DEPT. OF EDUCATION, JEFFERSON CITY. VOCATIONAL REHABILITATION SECTION
VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.

Page

MISSOURI UNIV., COLUMBIA. DEPT. OF AGRICULTURAL EDUCATION
VT 003 566 318
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.

MONDART, C.L. SR.
VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.

VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.

VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.

MONTGOMERY JUNIOR COLL., ROCKVILLE, MD.
VT 000 560 306
Technical and Semi-Professional Occupational Survey.

MOREHEAD STATE UNIV., KY. SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY
VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

MORINE, JOHN P.
VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.

MORSCH, WILLIAM C.
VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.

NALEY, LENNEN R.
VT 004 910 323
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.

NATIONAL ASSN. OF AGRICULTURAL EDUCATION SUPERVISORS
VT 002 548 ED 019 454 313
Agriculture is More Than Farming.

NATIONAL ASSN. OF TEACHER EDUCATORS IN AGRICULTURE, ST. PAUL, MINN.
VT 002 548 ED 019 454 313
Agriculture is More Than Farming.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW), WASHINGTON, D.C. DIV. OF OPERATIONS ANALYSIS

VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH, WASHINGTON, D.C.
VT 005 654 ED 019 519 298
Project Challenge.

NATIONAL LEAGUE FOR NURSING, NEW YORK, N.Y.
VT 004 999 ED 020 399 289
Statement on Nursing Education.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

NATIONAL MANPOWER POLICY TASK FORCE, WASHINGTON, D.C.
VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

NATIONAL VOCATIONAL AGRICULTURAL TEACHER'S ASSN., INC.
VT 002 548 ED 019 454 313
Agriculture is More Than Farming.

NEASHAM, ERNEST R.
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.

NEBRASKA LEGISLATIVE COUNCIL, LINCOLN
VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.

NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN
VT 003 594 359
Technical Progress Report. September 1-November 30,1967.

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.

NEBRASKA UNIV., LINCOLN
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.

NELSON, HELEN Y.
VT 004 937 ED 019 492 332
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.

NELSON, RICHARD S.
VT 002 137 ED 018 609 275
Leadership Development Seminar, Vocational-Technical Education. Final Report.

NEW CAREERS DEVELOPMENT CENTER, NEW YORK, N.Y. TRAINING LABORATORY
VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON, DIV OF VOCATIONAL EDUCATION
VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

NEW MEXICO OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, SANTA FE
VT 004 378 ED 017 683 283
A Transition in Nursing Education.

VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

Page

VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

VT 004 769 ED 017 719 371
An Analysis of the Effect of the High School Curriculum upon College Achievement.

NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE. DIV OF GUIDANCE AND SPECIAL EDUCATION
VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE. VOCATIONAL EDUCATION DIV.
VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.

NEW MEXICO STATE UNIV., LAS CRUCES
VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.

VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

VT 004 769 ED 017 719 371
An Analysis of the Effect of the High School Curriculum upon College Achievement.

NEW MEXICO STATE UNIV., UNIVERSITY PARK
VT 000 580 269
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.

NEW YORK AGRICULTURAL EXPERIMENT STATION, ITHACA
VT 004 621 ED 020 354 369
Expectations and Realities.

NEW YORK CITY BOARD OF EDUCATION, N.Y. JOB COUNSELING CENTER
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.

NEW YORK CITY UNIV., N.Y. OFFICE OF RESEARCH AND EVALUATION
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.

NEW YORK STATE COLL. OF AGRICULTURE, ITHACA
VT 004 948 324
Careers in Agriculture, A Guide for High School Students.

NEW YORK STATE COLL. OF AGRICULTURE, ITHACA. DIV. OF AGRICULTURAL EDUCATION
VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.

Page

NEW YORK STATE COLL. OF HOME ECONOMICS, ITHACA
VT 004 937 ED 019 492 332
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.

NEW YORK STATE DEPT. OF LABOR, ALBANY
VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

NEW YORK STATE DEPT. OF LABOR, ALBANY. RESEARCH AND STATISTICS OFFICE
VT 003 250 316
What Happens to the Long-Term Unemployed.

NEW YORK STATE EDUCATION DEPT., ALBANY
VT 004 856 362
Guidelines for Submitting Occupational Research and Development Proposals.

VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.

VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF AGRICULTURAL EDUCATION
VT 000 478 326
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.

NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF BUSINESS AND DISTRIBUTIVE EDUCATION
VT 001 204 328
A Guide for Conducting Classroom Tests in Business Arithmetic.

VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.

NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
VT 002 859 277
Continuing Education in Home Economics for Out-of-School Youth and Adults.

NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF OCCUPATIONAL EDUCATION RESEARCH
VT 004 863 ED 018 660 352
Using Programed Instruction in Occupational Education.

VT 005 404 364
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.

VT 005 596 ED 019 515 297
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.

Page

NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF SECONDARY CURRICULUM DEVELOPMENT
VT 005 192 — 293
The Work of the Business and Distributive Education Department Chairman.

NEW YORK STATE EDUCATION DEPT., ALBANY. COOPERATIVE REVIEW SERVICE
VT 000 662 — 326
A Guide for the Review of a Program in Agricultural Education.

NEW YORK STATE MANPOWER ADVISORY COUNCIL
VT 002 631 ED 019 460 — 313
Proceedings of the Governor's Conference on Manpower Training.

NEW YORK STATE UNIV., ALBANY. CENTER FOR EXECUTIVE DEVELOPMENT
VT 005 048 — 290
Crisis in the Fire Service.

VT 005 151 ED 020 403 — 291
Higher Education in the Nation's Fire Service.

NEW YORK STATE UNIV. COLL., OSWEGO
VT 005 419 ED 022 031 — 339
Seminar on Shop and Laboratory Planning for Vocational Education.

NEW YORK STATE UNIV., OSWEGO
VT 005 276 ED 018 670 — 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.

VT 005 277 ED 018 671 — 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.

NEW YORK UNIV., N.Y. CENTER FOR FIELD RESEARCH AND SCHOOL SERVICES
VT 002 313 ED 019 437 — 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

NEW YORK UNIV., N.Y. CENTER FOR THE STUDY OF UNEMPLOYED YOUTH
VT 004 214 ED 018 648 — 321
Implementing Nonprofessional Programs in Human Services.

NEYMAN, CLINTON A., JR.
VT 004 454 ED 017 689 — 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

NIGHTWINE, WILLIAM H.
VT 000 856 — 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.

NININGER, J.R.
VT 003 232 ED 018 616 — 331
Expanding Employability in Ontario.

NORTH BAY PACE CENTER, NAPA, CALIF.
VT 004 395 ED 017 685 — 302
Curricular Needs of North Bay Schools.

Page

NORTH CAROLINA AGRICULTURAL EXPERIMENT STATION, RALEIGH
VT 004 615 ED 020 352 — 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.

NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH
VT 002 845 — 277
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30,1966).

VT 004 987 — 288
A Proposal for Redirecting Programs of Vocational Education in North Carolina.

NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. DIV. OF VOCATIONAL EDUCATION
VT 002 840 — 277
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.

NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. VOCATIONAL MATERIALS LABORATORY
VT 005 130 — 290
Technician Training Beyond the High School.

NORTH CAROLINA UNIV., RALEIGH. N.C. STATE UNIV.
VT 003 205 ED 018 613 — 330
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.

VT 003 315 ED 018 629 — 331
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.

VT 004 615 ED 020 352 — 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.

VT 005 199 ED 018 668 — 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.

VT 005 200 ED 018 669 — 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

NORTH CAROLINA UNIV., RALEIGH. N.C. STATE UNIV., CENTER FOR OCCUPATIONAL EDUCATION
VT 003 263 — 279
Seminar on Planning Developmental and Related Programs in Occupational Education.

VT 005 479 ED 020 425 — 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.

Page

NORTH DAKOTA UNIV., GRAND FORKS
VT 001 385 — 310
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.

VT 004 045 — 331
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.

VT 004 046 — 369
The Migration Aspirations of North Dakota Senior Males.

VT 005 045 ED 017 735 — 380
A Survey of the Need for Pre-School Teacher Training.

VT 005 046 — 332
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.

NORTON, ROBERT E.
VT 004 863 ED 018 660 — 352
Using Programed Instruction in Occupational Education.

NOSOW, SIGMUND
VT 003 403 — 316
Vocational Curricula in Michigan.

O'DONNELL, BEATRICE
VT 004 796 — 287
Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.

OEN, URBAN T.
VT 001 917 — 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.

OFFICE OF ECONOMIC OPPORTUNITY, WASHINGTON, D.C.
VT 002 247 ED 019 434 — 311
Job Briefs, Selected Federal Jobs.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
VT 001 965 — 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

VT 002 984 ED 019 464 — 392
Summaries of Studies in Agricultural Education.

VT 003 701 ED 013 098 — 281
Developments in Technical and Vocational Education.

VT 007 213 ED 022 970 — 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH
VT 004 376 ED 020 326 — 283
New Directions in Vocational Education.

OFFICE OF EDUCATION, (DHEW), WASHINGTON, D.C. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION
VT 002 230 — 275
The Work-Study Program Under the Vocational Education Act of 1963.

Page

VT 003 589 320
Occupational Opportunities for Rural Youth.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. PROGRAM PLANNING AND DEVELOPMENT BRANCH
VT 005 420 ED 017 744 347
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.

OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH (DOL), WASHINGTON, D.C.
VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS
VT 000 677 270
Organization and Administration for Industrial Arts Education.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE
VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. BUSINESS AND OFFICE EDUCATION SERVICE
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION
VT 000 109 268
Vocational Home Economics Manual of Operations for Training and or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.

VT 001 677 273
The Ohio Manual of Operation for Vocational Agriculture Education.

VT 004 614 285
Department of Agricultural Education. Annual Report.

VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. TRADE AND INDUSTRIAL EDUCATION SERVICE
VT 000 781 327
Practical Nurse Education in Ohio.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. VOCATIONAL AGRICULTURE SERVICE
VT 001 648 272
Vocational Agriculture in the Next Five Years 1963-1968.

VT 001 705 274
A Five Year Plan for a Department of Vocational Agriculture.

Page

OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.

VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.

VT 000 218 374
The Role of Teacher Education Institutions.

VT 000 919 327
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.

VT 003 201 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

VT 005 131 ED 018 553 346
Boost--Business and Office Education Student Training.

VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.

VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.

VT 005 508 295
A Bibliography on Technical Education.

VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.

VT 006 926 ED 022 065 393
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

VT 007 213 ED 022 970 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

OHIO STATE UNIV., COLUMBUS. COLLEGE OF EDUCATION
VT 000 781 327
Practical Nurse Education in Ohio.

OHIO STATE UNIV., COLUMBUS. DEPT OF AGRICULTURAL EDUCATION
VT 001 648 272
Vocational Agriculture in the Next Five Years 1963-1968.

VT 001 705 274
A Five Year Plan for a Department of Vocational Agriculture.

VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.

VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculum Materials Service.

Page

VT 003 251 ED 018 619 377
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.

VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

VT 004 614 285
Department of Agricultural Education. Annual Report.

OHIO STATE UNIV., COLUMBUS. THE NATIONAL CENTER FOR ADVANCED STUDY AND RESEARCH IN AGRICULTURAL EDUCATION
VT 000 346 268
Guidelines for Pilot Programs in Agricultural Education.

VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.

OHLENDORF, GEORGE W.
VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.

VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.

OHLENDORF, GEORGE W. AND OTHERS
VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.

OKLAHOMA CENTER FOR ECONOMIC DEVELOPMENT
VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.

OKLAHOMA STATE UNIV., STILLWATER
VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.

OKLAHOMA STATE UNIV., STILLWATER RESEARCH FOUNDATION
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.

VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.

OLDS, DOUGLAS V.
VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

OLIVER, WILMOT F.
VT 004 756 ED 019 477 379
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.

OMAHA BOARD OF EDUCATION, NEBRASKA
VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.

ONTARIO ECONOMIC COUNCIL, TORONTO
VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.

VT 003 230 316
Assessing Educational Requirements for Skillpower.

VT 003 232 ED 018 616 331
Expanding Employability in Ontario.

OREGON STATE DEPT. OF EDUCATION, SALEM
VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

OREGON STATE SYSTEM OF HIGHER EDUCATION. MONMOUTH. TEACHING RESEARCH DIV.
VT 004 422 ED 020 328 283
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.

OREGON UNIV., EUGENE. BUREAU OF EDUCATIONAL RESEARCH
VT 001 382 328
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

OXENDINE, JOSEPH B.
VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

PARRISH, EDWIN H.
VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.

PATTERSON, IRENE
VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.

PEARCE, THEODORE
VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.

VT 004 200 ED 016 113 378
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

Page

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG
VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.

VT 005 024 338
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.

VT 005 408 339
Practical Nursing Facilities.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG. TECHNICAL AND INDUSTRIAL EDUCATION
VT 005 407 294
Handbook for Practical Nursing Teachers.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK DEPT. OF AGRICULTURAL EDUCATION
VT 005 024 338
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF VOCATIONAL EDUCATION
VT 003 233 367
A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.

VT 005 777 390
The Education and Employment of Technicians.

PENTA-COUNTY VOCATIONAL SCHOOL AND TECHNICAL COLL., PERRYSBURG, OHIO
VT 000 668 342
Occupational Work Experience Program.

PERRYMAN, BRUCE C.
VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.

PHIPPS, LLOYD J.
VT 002 551 343
Project REDY.

PICKARD, ROBERT F.
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.

PIERCE, WENDELL H.
VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.

Page

PILANT, GEORGE P.
VT 004 758 ED 018 658 361
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.

PITTSBURGH BOARD OF PUBLIC EDUCATION, PA.
VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.

VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.

POLLOCK, KATHRYN M.
VT 002 859 277
Continuing Education in Home Economics for Out-of-School Youth and Adults.

POPIEL, ELDA S.
VT 005 521 ED 020 426 304
Associate Degree Nursing Program Workshop.

VT 005 522 295
Proceedings, Associate Degree Workshop.

POWELL, MICHAEL L.
VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

PRICE, JOEL W.
VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.

PROUTY, ROBERT H.
VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.

PURDUE UNIV., LAFAYETTE, IND. SCHOOL OF TECHNOLOGY
VT 004 935 ED 018 661 379
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.

VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.

QUIRK, CATHLEEN
VT 003 555 ED 018 632 280
Research in Apprenticeship Training.

RATNER, MURIEL
VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE. DIV. OF VOCATIONAL EDUCATION
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.

RICHMAN, ROBERT W.
VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.

RIDENOUR, HARLAN E.
VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculums Materials Service.

RIDLEY, AGNES FENSTER
VT 004 346 322
Annotated Bibliography on Gainful Employment in Home Economics.

RIHM, ALMA AND OTHERS
VT 004 378 ED 017 683 283
A Transition in Nursing Education.

RINGO, EARL N.
VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.

RISHEBERGER (JACK W.) AND ASSOCIATES, STATE COLLEGE, PA.
VT 005 024 338
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.

ROBINSON, GEORGE A.
VT 004 929 362
RCU Staff Study.

VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

ROBINSON, NORMAN LYLE
VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.

ROGERS, CHARLES H.
VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.

ROMAN, JOHN
VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.

RONEY, MAURICE W.
VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.

ROSOFSKY, ROSE G.
VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.

Page

VT 002 919 377
What Makes a Master Teacher.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. DEPT. OF VOCATIONAL-TECHNICAL EDUCATION
VT 001 870 ED 019 413 358
Proceedings of Regional Research Conference in Agricultural Education.

VT 004 756 ED 019 477 379
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.

SAN FRANCISCO CITY COLL., CALIF.
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.

SAN JOSE CITY COLL., CALIF.
VT 001 213 309
Science and Engineering Technician Study.

SAN MATEO COLL., CALIF.
VT 001 213 309
Science and Engineering Technician Study.

SAN MATEO COLL., CALIF. BUSINESS DIV.
VT 004 409 351
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.

SARGENT-WEBSTER-CRENSHAW AND FOLLEY, SYRACUSE, N.Y.
VT 003 498 317
Potentials for Industrial Development in Vermont.

SARIS, RONALD J.
VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

SCARBOROUGH, C. CAYCE
VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.

SCHAEFER, CARL J.
VT 002 919 377
What Makes a Master Teacher.

SCHMAIS, AARON
VT 004 214 ED 018 648 321
Implementing Nonprofessional Programs in Human Services.

SCHMIDT, EMERSON P.
VT 003 564 ED 018 633 318
Automation and Unemployment.

SCHRADER, GENE
VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.

SHADLE, OWEN
VT 004 054 282
Part-Time Cooperative Industrial Education.

Page

SHANNON, BARBARA
VT 003 093 386
Experimentation in the Teaching of Foods.

SHERIFF, DON R. AND OTHERS
VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.

SHERMAN, G. ALLEN
VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.

SHONTZ, DAVID F.
VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.

SHRESTHA, SHANKER D.
VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

SIMPSON, ELIZABETH J.
VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level--A New Look.

SJORGRAN, DOUGLAS AND OTHERS
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.

SMITH, CLODUS R.
VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.

VT 002 137 ED 018 609 275
Leadership Development Seminar, Vocational-Technical Education. Final Report.

VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.

VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.

SMITH, WESLEY P.
VT 005 158 292
Instructional Codes and Titles.

SNEPP, NEIL OWEN
VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.

SOMERS, GERALD G.
VT 004 488 ED 016 863 360
Annual Report, November 1966.

VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.

SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA
VT 001 197 328
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.

Page

SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. HOME ECONOMICS EDUCATION
VT 002 503 343
Pennies Grow on Plans.

SOUTH CAROLINA VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, CLEMSON
VT 002 503 343
Pennies Grow on Plans.

SOUTHEASTERN ILLINOIS COLL., HARRISBURG. BOARD OF EDUCATION
VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.

SOUTHERN ASSN. OF COLLEGES AND SCHOOLS, ATLANTA, GA.
VT 003 236 ED 018 617 279
We Shall Not Rest.

SOUTHERN ILLINOIS UNIV., CARBONDALE
VT 004 743 345
Success Factors in Retaining Potential Dropouts.

SOUTHERN ILLINOIS UNIV., CARBONDALE. SCHOOL OF TECHNOLOGY
VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.

SPNDLETON RESEARCH, LEXINGTON, KY.
VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.

STANFORD RESEARCH INSTITUTE, MENLO PARK, CALIF.
VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.

VT 005 042 ED 017 734 290
Occupational Education--Planning and Programming. Volume Two.

STARLING, JOHN TULL
VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

STATE UNIV. OF N.Y., ITHACA. COLL. OF HOME ECONOMICS AT CORNELL
VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.

STAUFFER, ROBERT HARRY
VT 004 730 ED 020 372 388
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

STAVROS, DENNY
VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.

STEPHENS, JOHN F.
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

Page

VT 004 199 360
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

STEWART, CHARLES T.
VT 003 564 ED 018 633 318
Automation and Unemployment.

STOUT STATE UNIV., MENOMONIE, WIS.
VT 003 614 320
Some Statistical Correlates in Industrial Graphics.

STOUT STATE UNIV., MENOMONIE, WIS. GRADUATE SCHOOL
VT 005 190 ED 020 410 363
Research Needs in Vocational-Technical Education.

STRAUBEL, JAMES H. AND OTHERS
VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.

STRAUS, MURRAY A.
VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

VT 003 767 368
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

SUDIA, CECELIA E.
VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

SWANSON, J. CHESTER
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.

SWEANY, H. PAUL
VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.

SWENSON, JOHN H.
VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

TAYLOR, ROBERT E.
VT 003 204 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.

TENNESSEE STATE DEPT. OF EDUCATION, NASHVILLE. DIV. OF VOCATIONAL EDUCATION
VT 001 661 273
A Manual of Operation for Occupational Programs in Vocational Home Economics Education.

Page

VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.

TENNEY, A.W.
VT 003 589 320
Occupational Opportunities for Rural Youth.

TERRELL, ERROL J.
VT 002 328 337
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.

TEXAS AGRICULTURAL AND MECHANICAL UNIV., COLLEGE STATION. DEPT. OF AGRICULTURAL ECONOMICS AND SOCIOLOGY
VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.

VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.

VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.

TEXAS TECHNOLOGICAL COLL., LUBBOCK
VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

TEXAS TECHNOLOGICAL COLL., LUBBOCK, DEPT. OF BUSINESS EDUCATION
VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.

TRAPNELL, GAIL
VT 004 619 ED 017 711 285
Distributive Education Programs in Florida's Junior Colleges.

VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.

TRI-COUNTY VOCATIONAL, INDUSTRIAL TECHNICAL SURVEY, MEDINA, N.Y.
VT 000 588 270
Will We Be Prepared.

TWYMAN, J. PASCHAL
VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

UTAH RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION, SALT LAKE CITY
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.

Page

UTAH STATE DEPT. OF PUBLIC INSTRUCTION, SALT LAKE CITY
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

VT 004 199 360
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

UTAH STATE UNIV., LOGAN. DEPT. OF AGRICULTURAL EDUCATION
VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.

UTAH TECHNICAL COLL., PROVO.
VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.

UXER, JOHN ELMO
VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.

VACAVILLE UNION HIGH SCHOOL DISTRICT, CALIF.
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

VAN LOH, FREDERICK ALVIN
VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

VERMONT STATE CENTRAL PLANNING OFFICE, MONTPELIER
VT 003 498 317
Potentials for Industrial Development in Vermont.

VIRGINIA POLYTECHNIC INST., BLACKSBURG. DEPT. OF VOCATIONAL EDUCATION
VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.

VIRGINIA POLYTECHNIC INST., BLACKSBURG. DISTRIBUTIVE EDUCATION DIV.
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.

VIRGINIA STATE BOARD OF EDUCATION, RICHMOND. DIV. OF EDUCATIONAL RESEARCH
VT 001 551 ED 018 589 329
Young Women in Virginia.

VIVIAN, NEAL E.
VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.

VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.

Page

WAGLEY, LEON A.
VT 004 721 323
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.

WADE, CHARLES D.
VT 002 208 336
A Guide for the Use of the Kentucky Vocational Education Research Resource Library.

WASHINGTON OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA
VT 000 595 270
Mapping Your Occupational Training in the State of Washington.

WASHINGTON RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, OLYMPIA
VT 004 758 ED 018 658 361
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.

WASHINGTON SCHOOL OF PSYCHIATRY, WASHINGTON, D.C.
VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

WASHINGTON STATE BOARD FOR VOCATIONAL EDUCATION, OLYMPIA. AGRICULTURAL EDUCATION DIV.
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.

WASHINGTON STATE DEPT. OF COMMERCE AND ECONOMIC DEVELOPMENT, PULLMAN
VT 003 412 317
Trends in Distribution, Services, and Transportation, With Particular Reference to the State of Washington.

WASHINGTON STATE UNIV., PULLMAN. BUREAU OF ECONOMIC AND BUSINESS RESEARCH
VT 003 412 317
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.

WASHINGTON STATE UNIV., PULLMAN. DEPT. OF EDUCATION
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.

WAYNE STATE UNIV., DETROIT, MICH. DEPT. OF BUSINESS AND DISTRIBUTIVE EDUCATION
VT 001 483 ED 018 583 336
Office Machines Used in Business Today.

WELLS, INEZ RAY
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

WEST, LEONARD J.
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.

Page

WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLESTON. BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
VT 003 708 359
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.

WEST VIRGINIA UNIV., MORGANTOWN
VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

WHITE, PATRICIA CARLIN
VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum

WIDDOWSON, RALPH D.
VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.

WILLIAMS, TWYMAN G., JR.
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

WILSON, CELIANNA I.
VT 005 193 ED 017 742 293
Information Systems.

WINONA AREA VOCATIONAL-TECHNICAL SCHOOL, MINN.
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.

WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON
VT 005 190 ED 020 410 363
Research Needs in Vocational-Technical Education.

WISCONSIN STATE EMPLOYMENT SERVICE, MADISON
VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.

VT 001 129 309
Training Needs Survey--Legal Stenographer.

VT 001 138 309
A Study of Cosmetology in Wisconsin.

WISCONSIN UNIV., MADISON. CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
VT 002 477 276
Essays on Apprenticeship.

VT 003 555 ED 018 632 280
Research in Apprenticeship Training.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page

VT 003 632 392
RCU Research and Study Projects.

VT 004 185 392
RCU Research and Study Projects.

VT 004 386 ED 017 684 360
Annual Report, November 1967.

VT 004 488 ED 016 863 360
Annual Report, November 1966.

VT 005 163 ED 020 406 363
Annual Report, November 1965.

VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.

WOFFORD, T.B.
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

WOMEN'S BUREAU (DOL), WASHINGTON, D.C.
VT 002 355 312
Job Training Suggestions for Women and Girls.

WOOD, HERBERT S.
VT 005 144 291
A Study of Technical Education in California.

WOODIN, RALPH J.
VT 000 919 327
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.

VT 001 705 274
A Five Year Plan for a Department of Vocational Agriculture.

VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculums Materials Services.

VT 003 251 ED 018 619 377
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.

WYOMING EMPLOYMENT SECURITY SERVICE, CASPER
VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.

WYOMING RESEARCH COORDINATING UNIT IN VOCATIONAL-TECHNICAL EDUCATION, CHEYENNE
VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.

VT 001 237 358
Selected Techniques for Formulatting the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.

VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

Page

VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967 - October 1, 1967.

WYOMING STATE DEPT. OF EDUCATION, CHEYENNE. VOCATIONAL-TECHNICAL DIV.
VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.

WYTHE COUNTY DIV. SUPERINTENDENT OF PUBLIC SCHOOLS, WYTHEVILLE, VA.
VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.

YOHO, LEWIS W.
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

ZEDD, HENRY G.
VT 003 220 315
DuPage County Manpower Profile, 1947-1970.

ZIMMERMANN, BEATRICE B.
VT 005 045 ED 017 735 380
A Survey of the Need for Pre-School Teacher Training.

DOCUMENT NUMBER INDEX

Page

VT 000 076 358
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.

VT 000 109 268
Vocational Home Economics Manual of Operations for Training and or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.

VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.

VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.

VT 000 218 374
The Role of Teacher Education Institutions.

VT 000 346 268
Guidelines for Pilot Programs in Agricultural Education.

VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.

VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.

VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.

VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture. Objective,5.

VT 000 478 326
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.

VT 000 527 269
Manual for Young and Adult Farmer Programs.

VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.

VT 000 552 306
A Case Study in Trade-Area Development.

VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.

VT 000 560 306
Technical and Semi-Professional Occupational Survey.

Page

VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.

VT 000 566 326
Training for Off-Farm Agricultural Occupations. Supplement.

VT 000 568 269
Training for Off-Farm Agricultural Occupations.

VT 000 580 269
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.

VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.

VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.

VT 000 588 270
Will We Be Prepared.

VT 000 595 270
Mapping Your Occupational Training in the State of Washington.

VT 000 603 307
New York Women and Their Changing World.

VT 000 615 386
Structuring Family Finance for Home Economics Teaching.

VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.

VT 000 662 326
A Guide for the Review of a Program in Agricultural Education.

VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.

VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.

VT 000 668 342
Occupational Work Experience Program.

VT 000 673 326
Follow-Up Study of Business Education Graduates of Selected High Schools in Michigan.

VT 000 677 270
Organization and Administration for Industrial Arts Education.

VT 000 781 327
Practical Nurse Education in Ohio.

Page

VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.

VT 000 795 308
Labour and Automation.

VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.

VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.

VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

VT 000 856 308
Fremont County Survey of Vocational Technical Education Needs in Business and Industry.

VT 000 886 309
The Michigan Power Study. Phase I.

VT 000 919 327
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.

VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.

VT 001 019 336
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.

VT 001 129 309
Training Needs Survey--Legal Stenographer.

VT 001 138 309
A Study of Cosmetology in Wisconsin.

VT 001 197 327
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.

VT 001 204 328
A Guide for Conducting Classroom Tests in Business Arithmetic.

VT 001 208 336
National Standard School Shop Safety Inspection Check List.

VT 001 209 271
Training Needs in Central Kentucky, Student Interest and availability.

VT 001 213 309
Science and Engineering Technician Study.

VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.

DOCUMENT NUMBER INDEX

Page

VT 001 241 328
Industrial Arts Education in Escambia County.

VT 001 245 374
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.

VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.

VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.

VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.

VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

VT 001 329 310
Impact of Automation on Office Occupations

VT 001 382 328
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

VT 001 385 310
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.

VT 001 389 ED 020 302 392
Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.

VT 001 435 ED 018 574 328
Survey of Currently Employed Nurse Aides in Chicago.

VT 001 470 366
Completion Report on Guidance Counselors Workshops in Health Careers.

VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.

VT 001 483 ED 018 583 336
Office Machines Used in Business Today.

VT 001 551 ED 018 589 329
Young Women in Virginia.

VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.

VT 001 648 272
Vocational Agriculture in the Next Five Years 1963-1968.

Page

VT 001 661 273
A Manual of Operation for Occupational Programs in Vocational Home Economics Education.

VT 001 664 273
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.

VT 001 677 273
The Ohio Manual of Operation for Vocational Agriculture Education.

VT 001 691 273
Essentials and Requirements of a Vocational Agriculture Program.

VT 001 701 273
Manual of Operation for Vocational Education Programs in Missouri

VT 001 705 274
A Five Year Plan for a Department of Vocational Agriculture.

VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.

VT 001 804 ED 019 403 310
The Significance of Work Experience in Adolescent Development.

VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.

VT 001 831 375
Interest in Teaching Home Economics.

VT 001 832 375
Attitudes Toward Groups and Families.

VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.

VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.

VT 001 863 ED 017 655 342
Disabilities in Oklahoma --Estimates and Projections.

VT 001 870 ED 019 413 358
Proceedings of Regional Research Conference in Agricultural Education.

VT 001 908 ED 019 416 355
Vocational Education for American Youth.

VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.

VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.

VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculum Materials Services.

Page

VT 001 956 274
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.

VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.

VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.

VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.

VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.

VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.

VT 002 137 ED 018 609 275
Leadership Development Seminar, Vocational-Technical Education. Final Report.

VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.

VT 002 185 350
Mathetics, A System of Programmed Instruction.

VT 002 195 343
A Study of Vocational Training for Mentally and Physically Handicapped.

VT 002 208 336
A Guide for the Use of the Kentucky Vocational Education Research-Resource Library.

VT 002 230 275
The Work-Study Program Under the Vocational Education Act of 1963.

VT 002 241 ED 019 433 358
Research Needed in Florida Business Education.

VT 002 246 366
What's Your Future in the World of Work?

VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.

VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

VT 002 277 276
Ford Foundation Grants in Vocational Education.

VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.

DOCUMENT NUMBER INDEX

Page

VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.

VT 002 313 ED 019 437 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

VT 002 322 376
Vocational Teacher Education.

VT 002 328 337
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.

VT 002 353 ED 019 440 312
Negroes in Apprenticeship.

VT 002 355 312
Job Training Suggestions for Women and Girls.

VT 002 356 ED 014 554 300
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Third Quarterly Report.

VT 002 368 276
Roadmap for a Decade of Progress in Industrial Education.

VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.

VT 002 432 330
Evaluation Results for Leadership Development Seminars I, II, III.

VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.

VT 002 477 276
Essays on Apprenticeship.

VT 002 503 343
Pennies grow on Plans.

VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.

VT 002 548 ED 019 454 313
Agriculture Is More Than Farming.

VT 002 551 343
Project REDY.

VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.

Page

VT 002 631 ED 019 460 313
Proceedings of the Governor's Conference on Manpower Training.

VT 002 648 344
Occupational Exploration Program Manual of Operations.

VT 002 655 ED 019 461 314
Proceedings, Indiana Manpower Research Conference.

VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.

VT 002 708 367
Technical-Vocational Education at Diablo Valley College.

VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.

VT 002 840 277
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.

VT 002 845 277
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30,1966).

VT 002 859 277
Continuing Education in Home Economics for Out-of-School Youth and Adults.

VT 002 885 ED 016 800 278
The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.

VT 002 905 278
Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.

VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.

VT 002 919 377
What Makes a Master Teacher.

VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.

VT 002 922 279
Paramedical and Health-Related Programs in the Junior College.

Page

VT 002 942 ED 016 068 315
Equal Employment Opportunities.

VT 002 984 ED 019 464 392
Summaries of Studies in Agricultural Education.

VT 003 059 386
Home Economics in the Junior High School.

VT 003 093 386
Experimentation in the Teaching of Foods.

VT 003 201 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

VT 003 205 ED 018 613 330
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.

VT 003 220 315
DuPage County Manpower Profile, 1947-1970.

VT 003 222 279
Region II Vocational Education.

VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.

VT 003 227 315
Evansville Area Skill Survey.

VT 003 230 316
Assessing Educational Requirements for Skillpower.

VT 003 232 ED 018 616 331
Expanding Employability in Ontario.

VT 003 233 367
A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.

VT 003 236 ED 018 617 279
We Shall Not Rest.

VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

VT 003 246 377
How to Train Workers on the Job.

VT 003 247 331
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

VT 003 250 316
What Happens to the Long-Term Unemployed.

VT 003 251 ED 018 619 377
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.

DOCUMENT NUMBER INDEX

Page

VT 003 254 ED 015 261 378
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.

VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.

VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

VT 003 307 ED 018 627 280
University Perspectives on Manpower.

VT 003 311 316
Smaller Communities Program.

VT 003 315 ED 018 629 331
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.

VT 003 384 350
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.

VT 003 403 316
Vocational Curricula in Michigan.

VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.

VT 003 411 ED 019 466 356
New Directions for Industrial Arts.

VT 003 412 317
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.

VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level-- A New Look.

VT 003 498 317
Potentials for Industrial Development in Vermont.

VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.

VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related-Distributive Businesses.

VT 003 555 ED 018 632 280
Research in Apprenticeship Training.

Page

VT 003 564 ED 018 633 318
Automation and Unemployment.

VT 003 566 318
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.

VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.

VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

VT 003 589 320
Occupational Opportunities for Rural Youth.

VT 003 590 281
The Federal Government's Role in the Training of Technicians.

VT 003 594 359
Technical Progress Report, September 1-November 30, 1967.

VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.

VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.

VT 003 614 320
Some Statistical Correlates in Industrial Graphics.

VT 003 632 392
RCU Research and Study Projects.

VT 003 636 300
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.

VT 003 675 320
An Action Program for Industrial Progress in Idaho.

VT 003 690 359
First Annual Report of the Michigan RCU.

VT 003 698 344
Education and a Woman's Life.

VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.

VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.

VT 003 708 359
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.

Page

VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

VT 003 721 281
Adult D.E. Programs in the Secondary School.

VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

VT 003 767 368
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.

VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.

VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.

VT 004 009 369
The Degree to Which Utah High School Students Are Being Oriented as to Vocational and Technical Goals.

VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.

VT 004 045 331
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.

VT 004 046 369
The Migration Aspiration of North Dakota Senior Males.

VT 004 054 282
Part-Time Cooperative Industrial Education.

VT 004 108 ED 021 052 337

An Operations Research Model for Locating Area Vocational Schools.

VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.

VT 004 185 392
RCU Research and Study Projects.

VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.

DOCUMENT NUMBER INDEX

Page

VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.

VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.

VT 004 195 ED 019 473 301
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.

VT 004 199 360
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

VT 004 200 ED 016 113 378
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

VT 004 214 ED 018 648 321
Implementing Nonprofessional Programs in Human Services.

VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.

VT 004 346 322
Annotated Bibliography on Gainful Employment in Home Economics.

VT 004 363 302
A Behavioral View of Vocational-Technical Education.

VT 004 373 392
List of Studies Made at University of Minnesota in Business and Distributive Education.

VT 004 376 ED 020 326 283
New Directions in Vocational Education.

VT 004 378 ED 017 683 283
A Transition in Nursing Education.

VT 004 386 ED 017 684 360
Annual Report, November 1967.

VT 004 395 ED 017 685 302
Curricular Needs of North Bay Schools.

VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.

VT 004 409 351
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.

VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.

VT 004 422 ED 020 328 283
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.

Page

VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

VT 004 488 ED 016 863 360
Annual Report, November 1966.

VT 004 489 356
Our Educational Beliefs.

VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1,1967-October 1,1967.

VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.

VT 004 533 322
Non-Farm Agricultural Employment in West Virginia.

VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.

VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.

VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.

VT 004 604 284
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.

VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

VT 004 614 285
Department of Agricultural Education. Annual Report.

VT 004 615 ED 020 352 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.

VT 004 619 ED 017 711 285
Distributive Education Programs in Florida's Junior Colleges.

VT 004 620 ED 017 712 285
The Project Plan for Distributive Education in Florida High Schools.

Page

VT 004 621 ED 020 354 369
Expectations and Realities.

VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.

VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.

VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.

VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

VT 004 721 323
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.

VT 004 730 ED 020 372 388
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

VT 004 732 ED 020 374 323
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.

VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.

VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

DOCUMENT NUMBER INDEX

	Page
VT 004 743 Success Factors in Retaining Potential Dropouts.	345
VT 004 753 ED 020 380 A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.	370
VT 004 754 ED 020 381 A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.	370
VT 004 755 ED 020 382 A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.	371
VT 004 756 ED 019 477 The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.	379
VT 004 758 ED 018 658 Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.	361
VT 004 762 ED 018 659 A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.	361
VT 004 769 ED 017 719 An Analysis of the Effect of the High School Curriculum upon College Achievement.	371
VT 004 780 ED 017 722 Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.	352
VT 004 788 A Report, Vocational and Technical Education in Rhode Island, 1967-1973.	287
VT 004 796 Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.	287
VT 004 807 Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.	287
VT 004 856 Guidelines for Submitting Occupational Research and Development Proposals.	362
VT 004 863 ED 018 660 Using Programed Instruction in Occupational Education.	352
VT 004 910 A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.	323
VT 004 918 ED 020 395 Occupational Education Beyond the High School in Oklahoma.	288
VT 004 923 Bibliography of Selected Research in the Field of Occupational Education.	393
VT 004 929 RCU Staff Study.	362
VT 004 935 ED 018 661 Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.	379
VT 004 936 ED 017 729 A Summer Institute for the Improvement of Technical Teacher Education Programs.	380
VT 004 937 ED 019 492 Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.	332
VT 004 948 Careers in Agriculture, A Guide for High School Students.	324
VT 004 961 The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.	288
VT 004 987 A Proposal for Redirecting Programs of Vocational Education in North Carolina.	288
VT 004 991 Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.	380
VT 004 998 State Committee on Seasonal Agricultural Labor.	345
VT 004 999 ED 020 399 Statement on Nursing Education.	289
VT 005 022 ED 020 400 Education and Training of Technicians.	289
VT 005 023 State Plan for Workshops and Rehabilitation Facilities.	345
VT 005 024 Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.	338
VT 005 028 Motivation of Domestic Seasonal Farm Workers.	324
VT 005 029 Wingspread Conference on Fire Service Administration.	289
VT 005 030 Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.	338
VT 005 031 Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.	338
VT 005 032 Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.	338
VT 005 033 Furnishings, Equipment and Supplies for Child Development Laboratory.	338
VT 005 034 Equipment for Quantity Food Preparation and Service Laboratory.	338
VT 005 035 Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.	339
VT 005 041 ED 017 733 Occupational Education--Planning and Programming, Volume One.	289
VT 005 042 ED 017 734 Occupational Education--Planning and Programming , Volume Two.	290
VT 005 043 ED 019 493 A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.	362
VT 005 044 New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.	362
VT 005 045 ED 017 735 A Survey of the Need for Pre-School Teacher Training.	380
VT 005 046 A Review and Synthesis of Research Relating to Vocational Education in North Dakota.	332
VT 005 047 Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas - 1960-1967.	393
VT 005 048 Crisis in the Fire Service.	290
VT 005 051 The Colorado Story, Volume II.	346
VT 005 052 The Colorado Story.	346
VT 005 091 ED 019 494 The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.	371
VT 005 130 Technician Training Beyond the High School.	290

DOCUMENT NUMBER INDEX

Page

VT 005 131 ED 018 663 346
Boost--Business and Office Education Student Training.

VT 005 144 291
A Study of Technical Education in California.

VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

VT 005 146 ED 019 495 363
Research Report, 1966-1967.

VT 005 151 ED 020 403 291
Higher Education in the Nation's Fire Service.

VT 005 158 292
Instructional Codes and Titles.

VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.

VT 005 163 ED 020 406 363
Annual Report, November 1965.

VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.

VT 005 190 ED 020 410 363
Research Needs in Vocational-Technical Education.

VT 005 192 293
The Work of the Business and Distributive Education Department Chairman.

VT 005 193 ED 017 742 293
Information Systems.

VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.

VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

VT 005 199 ED 018 668 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.

VT 005 200 ED 018 669 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.

Page

VT 005 276 ED 018 670 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.

VT 005 277 ED 018 671 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.

VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15,1968.

VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.

VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.

VT 005 404 364
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.

VT 005 407 294
Handbook for Practical Nursing Teachers.

VT 005 408 339
Practical Nursing Facilities.

VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.

VT 005 419 ED 022 031 339
Seminar on Shop and Laboratory Planning for Vocational Education.

VT 005 420 ED 017 744 347
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.

VT 005 429 388
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

VT 005 451 ED 020 423 381
Readings in Distributive Education.

VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

VT 005 463 294
Guideline for Cooperative Education Coordinator.

Page

VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.

VT 005 474 ED 018 675 371
Research Visibility. Vocational Education Is Service--Vocational Guidance.

VT 005 479 ED 020 425 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.

VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.

VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.

VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

VT 005 508 295
A Bibliography on Technical Education.

VT 005 510 295
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.

VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.

VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.

VT 005 521 ED 020 426 304
Associate Degree Nursing Program Workshop.

VT 005 522 295
Proceedings, Associate Degree Workshop.

VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.

VT 005 552 ED 019 513 296
Shared-Time (Dual Enrollment Concept for Area Vocational Education Programs.

VT 005 556 ED 020 427 382
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.

VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.

DOCUMENT NUMBER INDEX

Page

VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.

VT 005 587 296
Dental Laboratory Technician's Training Program.

VT 005 596 ED 019 515 297
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.

VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

VT 005 601 297
Guidelines for the Training of Nurse Aides.

VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.

VT 005 634 ED 020 432 383
Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.

VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.

VT 005 654 ED 019 519 298
Project Challenge.

VT 005 710 ED 019 520 372
Proceedings, National Seminar on Vocational Guidance.

VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.

VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.

VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

Page

VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

VT 005 777 390
The Education and Employment of Technicians.

VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.

VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.

VT 006 458 383
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.

VT 006 926 ED 022 065 393
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

VT 007 213 ED 022 970 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

CONVERSION OF DOCUMENT NUMBER INDEX [1]

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS [2]	
VT 000 022	ED 014 266
VT 000 042	ED 017 619
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VT 002 356	ED 014 554

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VT 003 822	MP 000 242

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[1] This index is cumulative for the current and three past issues of ARM.

[2] Any document with an MP number is available from EDRS by using the appropriate MP number.

CONVERSION OF DOCUMENT NUMBER INDEX

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 003 823	ED 016 828
VT 003 848	ED 015 290
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VT 004 082	ED 015 306
VT 004 083	MP 000 308
VT 004 086	ED 015 308
VT 004 089	ED 015 311
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VT 004 108	ED 021 052
VT 004 111	ED 015 324
VT 004 112	MP 000 329
VT 004 113	ED 016 105
VT 004 114	MP 000 331
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VT 004 193	ED 016 846
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VT 004 330	ED 015 334

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VT 004 999	ED 020 399

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VT 007 213	ED 022 970

CONVERSION OF DOCUMENT NUMBER INDEX

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ED 017 661	VT 002 442
ED 017 664	VT 002 895
ED 017 665	VT 002 897
ED 017 667	VT 002 908
ED 017 669	VT 002 910
ED 017 673	VT 002 917
ED 017 676	VT 003 057
ED 017 677	VT 003 249
ED 017 678	VT 003 593
ED 017 679	VT 003 959
ED 017 683	VT 004 378
ED 017 684	VT 004 386
ED 017 685	VT 004 395
ED 017 686	VT 004 402
ED 017 687	VT 004 406
ED 017 688	VT 004 418
ED 017 689	VT 004 454
ED 017 691	VT 004 456
ED 017 707	VT 004 490
ED 017 710	VT 004 528
ED 017 711	VT 004 619
ED 017 712	VT 004 620
ED 017 714	VT 004 635
ED 017 719	VT 004 769
ED 017 722	VT 004 780
ED 017 723	VT 004 836
ED 017 726	VT 004 854
ED 017 727	VT 004 855
ED 017 728	VT 004 932
ED 017 729	VT 004 936
ED 017 730	VT 004 939
ED 017 731	VT 004 940
ED 017 733	VT 005 041
ED 017 734	VT 005 042
ED 017 735	VT 005 045

CONVERSION OF DOCUMENT NUMBER INDEX

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS	
ED 017 740	VT 005 159
ED 017 741	VT 005 160
ED 017 742	VT 005 193
ED 017 743	VT 005 268
ED 017 744	VT 005 420
ED 018 530	VT 000 083
ED 018 531	VT 000 099
ED 018 532	VT 000 103
ED 018 533	VT 000 340
ED 018 534	VT 000 429
ED 018 535	VT 000 461
ED 018 536	VT 000 474
ED 018 538	VT 000 546
ED 018 539	VT 000 555
ED 018 540	VT 000 557
ED 018 541	VT 000 562
ED 018 542	VT 000 565
ED 018 543	VT 000 667
ED 018 544	VT 000 670
ED 018 546	VT 000 684
ED 018 547	VT 000 773
ED 018 549	VT 000 871
ED 018 550	VT 000 873
ED 018 551	VT 000 895
ED 018 552	VT 000 910
ED 018 553	VT 000 936
ED 018 554	VT 000 959
ED 018 555	VT 001 030
ED 018 556	VT 001 089
ED 018 557	VT 001 090
ED 018 558	VT 001 125
ED 018 559	VT 001 188
ED 018 560	VT 001 206
ED 018 561	VT 001 207
ED 018 563	VT 001 331
ED 018 564	VT 001 332
ED 018 565	VT 001 334
ED 018 567	VT 001 362
ED 018 568	VT 001 364
ED 018 570	VT 001 387
ED 018 571	VT 001 391
ED 018 572	VT 001 402
ED 018 573	VT 001 414
ED 018 576	VT 001 447
ED 018 577	VT 001 452
ED 018 578	VT 001 453
ED 018 579	VT 001 454
ED 018 580	VT 001 460
ED 018 581	VT 001 471
ED 018 582	VT 001 480
ED 018 583	VT 001 483
ED 018 584	VT 001 511
ED 018 586	VT 001 516
ED 018 588	VT 001 541
ED 018 589	VT 001 551
ED 018 591	VT 001 556
ED 018 592	VT 001 573
ED 018 597	VT 001 597
ED 018 598	VT 001 598
ED 018 599	VT 001 612
ED 018 600	VT 001 618
ED 018 608	VT 002 105
ED 018 609	VT 002 137
ED 018 612	VT 003 201
ED 018 613	VT 003 205

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS	
ED 018 615	VT 003 223
ED 018 616	VT 003 232
ED 018 617	VT 003 236
ED 018 619	VT 003 251
ED 018 620	VT 003 276
ED 018 627	VT 003 307
ED 018 629	VT 003 315
ED 018 632	VT 003 555
ED 018 633	VT 003 564
ED 018 635	VT 003 585
ED 018 636	VT 003 612
ED 018 638	VT 003 674
ED 018 645	VT 003 888
ED 018 646	VT 003 889
ED 018 648	VT 004 214
ED 018 654	VT 004 557
ED 018 656	VT 004 630
ED 018 657	VT 004 681
ED 018 658	VT 004 758
ED 018 659	VT 004 762
ED 018 660	VT 004 863
ED 018 661	VT 004 935
ED 018 662	VT 005 003
ED 018 663	VT 005 131
ED 018 664	VT 005 183
ED 018 666	VT 005 194
ED 018 667	VT 005 195
ED 018 668	VT 005 199
ED 018 669	VT 005 200
ED 018 670	VT 005 276
ED 018 671	VT 005 277
ED 018 675	VT 005 474
ED 019 397	VT 001 305
ED 019 403	VT 001 804
ED 019 411	VT 001 836
ED 019 412	VT 001 855
ED 019 413	VT 001 870
ED 019 416	VT 001 908
ED 019 418	VT 001 913
ED 019 419	VT 001 921
ED 019 426	VT 001 990
ED 019 427	VT 002 016
ED 019 433	VT 002 241
ED 019 434	VT 002 247
ED 019 435	VT 002 305
ED 019 437	VT 002 313
ED 019 440	VT 002 353
ED 019 442	VT 002 395
ED 019 447	VT 002 452
ED 019 554	VT 002 548
ED 019 458	VT 002 580
ED 019 460	VT 002 631
ED 019 461	VT 002 655
ED 019 464	VT 002 984
ED 019 466	VT 003 411
ED 019 470	VT 003 999
ED 019 471	VT 004 177
ED 019 472	VT 004 194
ED 019 473	VT 004 195
ED 019 476	VT 004 416
ED 019 477	VT 004 756
ED 019 492	VT 004 937
ED 019 493	VT 005 043
ED 019 494	VT 005 091
ED 019 495	VT 005 146

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS	
ED 019 498	VT 005 414
ED 019 499	VT 005 453
ED 019 505	VT 005 502
ED 019 506	VT 005 503
ED 019 507	VT 005 504
ED 019 508	VT 005 511
ED 019 509	VT 005 512
ED 019 510	VT 005 538
ED 019 513	VT 005 552
ED 019 514	VT 005 569
ED 019 515	VT 005 596
ED 019 516	VT 005 598
ED 019 517	VT 005 648
ED 019 518	VT 005 653
ED 019 519	VT 005 654
ED 019 520	VT 005 710
ED 019 525	VT 005 744
ED 019 526	VT 005 745
ED 020 302	VT 001 389
ED 020 311	VT 002 266
ED 020 317	VT 002 709
ED 020 323	VT 004 191
ED 020 326	VT 004 376
ED 020 328	VT 004 422
ED 020 348	VT 004 590
ED 020 351	VT 004 613
ED 020 352	VT 004 615
ED 020 354	VT 004 621
ED 020 372	VT 004 730
ED 020 374	VT 004 732
ED 020 375	VT 004 733
ED 020 378	VT 004 736
ED 020 380	VT 004 753
ED 020 381	VT 004 754
ED 020 382	VT 004 755
ED 020 395	VT 004 918
ED 020 399	VT 004 999
ED 020 400	VT 005 022
ED 020 402	VT 005 145
ED 020 403	VT 005 151
ED 020 406	VT 005 163
ED 020 410	VT 005 190
ED 020 415	VT 005 284
ED 020 416	VT 005 285
ED 020 419	VT 005 417
ED 020 423	VT 005 451
ED 020 424	VT 005 466
ED 020 425	VT 005 479
ED 020 426	VT 005 521
ED 020 427	VT 005 556
ED 020 428	VT 005 557
ED 020 430	VT 005 620
ED 020 431	VT 005 627
ED 020 432	VT 005 634
ED 020 433	VT 005 714
ED 020 434	VT 005 715
ED 020 435	VT 005 716
ED 020 439	VT 005 720
ED 020 440	VT 005 721
ED 021 052	VT 004 108
ED 021 131	VT 005 777
ED 021 954	VT 001 160
ED 021 957	VT 001 399
ED 021 959	VT 001 486
ED 021 968	VT 002 552
ED 022 031	VT 005 419
ED 022 039	VT 005 534
ED 022 065	VT 006 926
ED 022 970	VT 007 213

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

AGRICULTURAL EDUCATION
VT 000 346 268
Guidelines for Pilot Programs in Agricultural Education.
VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.
VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.
VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture. Objective 5.
VT 000 478 326
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.
VT 000 527 269
Manual for Young and Adult Farmer Programs.
VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Lake Charles Area.
VT 000 552 306
A Case Study in Trade-Area Development.
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.
VT 000 566 326
Training for Off-Farm Agricultural Occupations. Supplement.
VT 000 580 269
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.
VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Baton Rouge Area.
VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in Alexandria-Pineville Area.
VT 000 662 326
A Guide for the Review of a Program in Agricultural Education.
VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.
VT 000 919 327
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.
VT 001 019 336
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.
VT 001 197 327
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

Page

VT 001 648 272
Vocational Agriculture in the Next Five Years 1963-1968.
VT 001 677 273
The Ohio Manual of Operation for Vocational Agriculture Education.
VT 001 691 273
Essentials and Requirements of a Vocational Agriculture Program.
VT 001 705 274
A Five Year Plan for a Department of Vocational Agriculture.
VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.
VT 001 870 ED 019 413 358
Proceedings of Regional Research Conference in Agricultural Education.
VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.
VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculum Materials Services.
VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.
VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.
VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.
VT 002 548 ED 019 454 313
Agriculture is More Than Farming.
VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.
VT 002 840 277
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.
VT 002 845 277
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).
VT 002 984 ED 019 464 392
Summaries of Studies in Agricultural Education.
VT 003 251 ED 018 619 377
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.
VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.
VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related-Distributive Businesses.
VT 003 566 318
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.

Page

VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.
VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.
VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.
VT 003 589 320
Occupational Opportunities for Rural Youth.
VT 003 636 300
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.
VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.
VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.
VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.
VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.
VT 004 533 322
Non-Farm Agricultural Employment in West Virginia.
VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.
VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.
VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.
VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.
VT 004 614 285
Department of Agricultural Education. Annual Report.
VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 004 721 323
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.
VT 004 732 ED 020 374 323
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.
VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.
VT 004 780 ED 017 722 352
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.
VT 004 910 323
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.
VT 004 948 324
Careers in Agriculture, A Guide for High School Students.
VT 005 024 338
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.
VT 005 028 324
Motivation of Domestic Seasonal Farm Workers.
VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.
VT 005 288 339
Planning Facilties for Vocational Agriculture Departments in Ohio Schools.
VT 005 429 388
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effecitve Adult-Farmer Programs in Michigan.
VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

BUSINESS AND OFFICE EDUCATION
VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.
VT 000 673 326
Follow-Up Study of Business Education Graduates of Selected High Schools in Michigan.
VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.
VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.
VT 001 129 309
Training Needs Survey--Legal Stenographer.
VT 001 204 328
A Guide for Conducting Classroom Tests in Business Arithmetic.
VT 001 329 310
Impact of Automation on Office Occupations.
VT 001 483 ED 018 583 336
Office Machines Used in Business Today.
VT 002 241 ED 019 433 358
Research Needed in Florida Business Education.
VT 004 373 392
List of Studies Made at University of Minnesota in Business and Distributive Education.

Page

VT 004 409 351
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.
VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.
VT 005 131 ED 018 663 346
Boost--Business and Office Education Student Training.
VT 005 192 293
The Work of the Business and Distributive Education Department Chairman.
VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.
VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

DISTRIBUTIVE EDUCATION
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.
VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.
VT 002 905 278
Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.
VT 003 721 281
Adult D.E. Programs in the Secondary School.
VT 004 195 ED 019 473 301
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.
VT 004 619 ED 017 711 285
Distributive Education Programs in Florida's Junior Colleges.
VT 004 620 ED 017 712 285
The Project Plan for Distributive Education in Florida High Schools.
VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.
VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.
VT 005 451 ED 020 423 381
Readings in Distributive Education.
VT 005 556 ED 020 427 382
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.
VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.

HEALTH OCCUPATIONS EDUCATION
VT 000 781 327
Practical Nurse Education in Ohio.

Page

VT 001 435 ED 018 574 328
Survey of Currently Employed Nurse Aides in Chicago.
VT 002 922 279
Paramedical and Health-Related Programs in the Junior College.
VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.
VT 004 378 ED 017 683 283
A Transition in Nursing Education.
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.
VT 004 999 ED 020 399 289
Statement on Nursing Education.
VT 005 407 294
Handbook for Practical Nursing Teachers.
VT 005 408 339
Practical Nursing Facilities.
VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.
VT 005 510 295
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.
VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.
VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.
VT 005 521 ED 020 426 304
Associate Degree Nursing Program Workshop.
VT 005 522 295
Proceedings, Associate Degree Workshop.
VT 005 587 296
Dental Laboratory Technician's Training Program.
VT 005 601 297
Guidelines for the Training of Nurse Aides.
VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.
VT 005 710 ED 019 520 372
Proceedings, National Seminar on Vocational Guidance.

HOME ECONOMICS EDUCATION
VT 000 109 268
Vocational Home Economics Manual of Operations for Training and or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.
VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.
VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.
VT 000 218 374
The Role of Teacher Education Institutions.
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.

Page

VT 001 551 ED 018 589 329
Young Women in Virginia.

VT 001 661 273
A Manual of Operation for Occupational Programs in Vocational Home Economics Education.

VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.

VT 001 831 375
Interest in Teaching Home Economics.

VT 001 832 375
Attitudes Toward Groups and Families.

VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.

VT 002 503 343
Pennies Grow on Plans.

VT 002 859 277
Continuing Education in Home Economics for Out-of-School Youth and Adults.

VT 003 059 386
Home Economics in the Junior High School.

VT 003 093 386
Experimentation in the Teaching of Foods.

VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level--A New Look.

VT 003 698 344
Education and a Woman's Life.

VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

VT 004 346 322
Annotated Bibliography on Gainful Employment in Home Economics.

VT 004 489 356
Our Educational Beliefs.

VT 004 796 287
Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.

VT 004 807 287
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.

VT 004 937 ED 019 492 332
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.

VT 005 030 338
Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.

VT 005 031 338
Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.

VT 005 032 338
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.

VT 005 033 338
Furnishings, Equipment and Supplies for Child Development Laboratory.

VT 005 034 338
Equipment for Quantity Food Preparation and Service Laboratory.

Page

VT 005 035 339
Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.

VT 005 045 ED 017 735 380
A Survey of the Need for Pre-School Teacher Training.

VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.

VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

INDUSTRIAL ARTS EDUCATION

VT 000 677 270
Organization and Administration for Industrial Arts Education.

VT 001 208 336
National Standard School Shop Safety Inspection Check List.

VT 001 241 328
Industrial Arts Education in Escambia County.

VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

VT 003 411 ED 019 466 356
New Directions for Industrial Arts.

VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

VT 005 276 ED 018 670 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.

VT 005 277 ED 018 671 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.

MANPOWER ECONOMICS

VT 000 603 307
New York Women and Their Changing World.

VT 000 795 308
Labour and Automation.

VT 000 886 309
The Michigan Power Study. Phase I.

VT 002 655 ED 019 461 314
Proceedings, Indiana Manpower Research Conference.

VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.

VT 003 220 315
DuPage County Manpower Profile, 1947-1970.

Page

VT 003 227 315
Evansville Area Skill Survey.

VT 003 250 316
What Happens to the Long-Term Unemployed.

VT 003 307 ED 018 627 280
University Perspectives on Manpower.

VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.

VT 003 412 317
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.

VT 003 498 317
Potentials for Industrial Development in Vermont.

VT 003 564 ED 018 633 318
Automation and Unemployment.

VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.

VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

OCCUPATIONAL PSYCHOLOGY

VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.

VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.

VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.

OCCUPATIONAL SOCIOLOGY

VT 001 385 310
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.

VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.

VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.

VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

VT 003 767 368
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

VT 004 621 ED 020 354 369
Expectations and Realities.

VT 004 998 345
State Committee on Seasonal Agricultural Labor.

TECHNICAL EDUCATION

VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 000 560 306
Technical and Semi-Professional Occupational Survey.
VT 000 588 270
Will We Be Prepared.
VT 000 595 270
Mapping Your Occupational Training in the State of Washington.
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.
VT 001 213 309
Science and Engineering Technician Study.
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.
VT 001 664 273
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.
VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.
VT 002 277 276
Ford Foundation Grants in Vocational Education.
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.
VT 002 708 367
Technical-Vocational Education at Diablo Valley College.
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.
VT 003 590 281
The Federal Government's Role in the Training of Technicians.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.
VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.
VT 004 214 ED 018 648 321
Implementing Nonprofessional Programs in Human Services.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.
VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.
VT 004 935 ED 018 661 361
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.
VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.
VT 005 022 ED 020 400 289
Education and Training of Technicians.
VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.

Page

VT 005 047 393
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas-1960-1967.
VT 005 130 290
Technician Training Beyond the High School.
VT 005 144 291
A Study of Technical Education in California.
VT 005 158 292
Instructional Codes and Titles.
VT 005 183 ED 018 664 292
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Community College Health Careers Project Phase II.
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The Education and Employment of Technicians.
VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.
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TRADE AND INDUSTRIAL EDUCATION
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A Study of Cosmetology in Wisconsin.
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Science and Engineering Technician Study.
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Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.
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VT 002 368 276
Roadmap for a Decade of Progress in Industrial Education.
VT 002 477 276
Essays on Apprenticeship.

Page

VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.
VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.
VT 002 821 ED 016 794 314
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What Makes a Master Teacher.
VT 003 205 ED 018 613 330
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.
VT 003 246 377
How to Train Workers on the Job.
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The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.
VT 003 315 ED 018 629 331
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.
VT 003 555 ED 018 632 280
Research in Apprenticeship Training.
VT 003 614 320
Some Statistical Correlates in Industrial Graphics.
VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.
VT 004 054 282
Part-Time Cooperative Industrial Education.
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Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.
VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.
VT 004 743 345
Success Factors in Retaining Potential Dropouts.
VT 004 935 ED 018 661 379
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.
VT 005 022 ED 020 400 289
Education and Training of Technicians.
VT 005 029 289
Wingspread Conference on Fire Service Administration.
VT 005 048 290
Crisis in the Fire Service.
VT 005 130 290
Technician Training Beyond the High School.

Page

VT 005 145 ED 020 402 291
Britain's Industrial Training Act.
VT 005 151 ED 020 403 291
Higher Education in the Nation's Fire Service.
VT 005 199 ED 018 668 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.
VT 005 200 ED 018 669 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.
VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.
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Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.
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GENERAL VOCATIONAL & TECHNICAL EDUCATION
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VT 000 568 269
Training for Off-Farm Agricultural Occupations.
VT 000 588 270
Will We Be Prepared?
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Mapping Your Occupational Training in the State of Washington.
VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.
VT 000 668 342
Occupational Work Experience Program.
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A Study of Organized Occupational Education in Missouri Institutions of Higher Education.
VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.
VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.

Page

VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.
VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.
VT 001 245 374
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.
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A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.
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VT 001 615 272
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VT 001 701 273
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VT 001 804 ED 019 403 310
The Significance of Work Experience in Adolescent Development.
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.
VT 001 908 ED 019 416 355
Vocational Education for American Youth.
VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.
VT 001 956 274
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.
VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.
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Leadership Development Seminar, Vocational-Technical Education. Final Report.
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.
VT 002 185 350
Mathetics, A System of Programmed Instruction.
VT 002 195 343
A Study of Vocational Training for Mentally and Physically Handicapped.
VT 002 208 336
A Guide for the Use of the Kentucky Vocational Education Research-Resource Library.

Page

VT 002 230 275
The Work-Study Program Under the Vocational Education Act of 1963.
VT 002 246 366
What's Your Future in the World of Work.
VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.
VT 002 277 276
Ford Foundation Grants in Vocational Education.
VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.
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Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.
VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.
VT 002 313 ED 019 437 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.
VT 002 322 376
Vocational Teacher Education.
VT 002 328 337
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.
VT 002 353 ED 019 440 312
Negroes in Apprenticeship.
VT 002 355 312
Job Training Suggestions for Women and Girls.
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.
VT 002 432 330
Evaluation Results for Leadership Development Seminars I, II, III.
VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.
VT 002 551 343
Project REDY.
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.
VT 002 631 ED 019 460 313
Proceedings of the Governor's Conference on Manpower Training.
VT 002 648 344
Occupational Exploration Program Manual of Operations.
VT 002 708 367
Technical-Vocational Education at Diablo Valley College.
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
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The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.
VT 002 942 ED 016 068 315
Equal Employment Opportunities.
VT 003 201 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

VOCATIONAL AND SUPPORTING SERVICES INDEX

Page

VT 003 222 279
Region II Vocational Education.

VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.

VT 003 230 316
Assessing Educational Requirements for Skillpower.

VT 003 232 ED 018 616 331
Expanding Employability in Ontario.

VT 003 233 367
A Description of a Program for Computer-Assisted Occupational Guidance Developed at the Pennsylvania State University.

VT 003 236 ED 018 617 279
We Shall Not Rest.

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Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.

VT 003 311 316
Smaller Communities Program.

VT 003 384 350
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.

VT 003 403 316
Vocational Curricula in Michigan.

VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.

VT 003 590 281
The Federal Government's Role in the Training of Technicians.

VT 003 594 359
Technical Progress Report, September 1-November 30, 1967.

VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.

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Experimental and Demonstration Project Vocational Education, Second Interim Report.

VT 003 632 392
RCU Research and Study Projects.

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An Action Program for Industrial Progress in Idaho.

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Developments in Technical and Vocational Education.

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VT 004 009 369
The Degree to Which Utah High School Students Are Being Oriented as to Vocational and Technical Goals.

VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.

Page

VT 004 045 331
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.

VT 004 046 369
The Migration Aspiration of North Dakota Senior Males.

VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.

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RCU Research and Study Projects.

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Implementing Nonprofessional Programs in Human Services.

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A Behavioral View of Vocational-Technical Education.

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New Directions in Vocational Education.

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Curricular Needs of North Bay Schools.

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Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.

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Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

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Perceived Sources of Influence Upon Occupational and Educational Expectations.

VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.

VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.

Page

VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.

VT 004 730 ED 020 372 388
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

VT 004 756 ED 019 477 379
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.

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Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.

VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.

VT 004 769 ED 017 719 371
An Analysis of the Effect of the High School Curriculum upon College Achievement.

VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.

VT 004 856 362
Guidelines for Submitting Occupational Research and Development Proposals.

VT 004 863 ED 018 660 352
Using Programed Instruction in Occupational Education.

VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.

VT 004 923 393
Bibliography of Selected Research in the Field of Occupational Education.

VT 004 929 362
RCU Staff Study.

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A Summer Institute for the Improvement of Technical Teacher Education Programs.

VT 004 987 288
A Proposal for Redirecting Programs of Vocational Education in North Carolina.

VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.

VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.

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Occupational Education--Planning and Programming, Volume Two.

VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.

VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.

Page

VT 005 046 332
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.

VT 005 047 393
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas-1960-1967.

VT 005 051 346
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The Colorado Story.

VT 005 144 291
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Research Report, 1966-1967.

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Instructional Codes and Titles.

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Annual Report, November 1965.

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Research Needs in Vocational-Technical Education.

VT 005 193 ED 017 742 293
Information Systems.

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Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

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Seminar on Shop and Laboratory Planning for Vocational Education.

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Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.

VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

VT 005 463 294
Guideline for Cooperative Education Coordinator.

VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.

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Research Visibility. Vocational Education Is Service--Vocational Guidance.

VT 005 479 ED 020 425 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.

Page

VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

VT 005 508 295
A Bibliography on Technical Education.

VT 005 552 ED 019 513 296
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.

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A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.

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An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

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Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

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VT 005 654 ED 019 519 298
Project Challenge.

VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.

VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.

VT 006 458 383
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.

VT 006 926 ED 022 065 393
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

VT 007 213 ED 022 970 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

SUBJECT AND IDENTIFIER INDEX

Page

ABILITY
VT 001 435 ED 018 574 328
Survey of Currently Employed Nurse Aides in Chicago.

ACADEMIC ACHIEVEMENT
VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.
VT 004 769 ED 017 719 371
An Analysis of the Effect of the High School Curriculum upon College Achievement.

ACADEMIC ASPIRATION
VT 004 615 ED 020 352 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.
VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.

ACCELERATED PROGRAMS
VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.

ACHIEVEMENT TESTS
VT 003 205 ED 018 613 330
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.
VT 003 315 ED 018 629 331
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.
VT 005 199 ED 018 668 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.
VT 005 200 ED 018 669 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

ADMINISTRATION
VT 005 029 289
Wingspread Conference on Fire Service Administration.

ADMINISTRATIVE AGENCIES
VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

ADMINISTRATIVE ORGANIZATION
VT 002 322 376
Vocational Teacher Education.

ADMINISTRATIVE PERSONNEL
VT 005 192 293
The Work of the Business and Distributive Education Department Chairman.

ADMINISTRATIVE PROBLEMS
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.

Page

ADMINISTRATOR ATTITUDES
VT 002 241 ED 019 433 358
Research Needed in Florida Business Education.
VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.
VT 005 190 ED 020 410 363
Research Needs in Vocational-Technical Education.

ADMINISTRATOR RESPONSIBILITY
VT 005 192 293
The Work of the Business and Distributive Education Department Chairman.

ADMISSION CRITERIA
VT 002 313 ED 019 437 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

ADOPTION (IDEAS)
VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.

ADULT EDUCATION
VT 000 603 307
New York Women and Their Changing World.
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.
VT 002 859 277
Continuing Education in Home Economics for Out-of-School Youth and Adults.
VT 003 698 344
Education and a Woman's Life.

ADULT FARMER EDUCATION
VT 000 527 269
Manual for Young and Adult Farmer Programs.
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.
VT 005 429 388
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

ADULT VOCATIONAL EDUCATION
VT 000 109 268
Vocational Home Economics Manual of Operations for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.
VT 000 433 354
Objectives for ,ocational and Technical Education in Agriculture. Objective 4.
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.
VT 003 721 281
Adult D.E. Programs in the Secondary School.

Page

VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

ADVISORY COMMITTEES
VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.

AGRICULTURAL COLLEGES
VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

AGRICULTURAL EDUCATION
VT 000 346 268
Guidelines for Pilot Programs in Agricultural Education.
VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.
VT 001 870 ED 019 413 358
Proceedings of Regional Research Conference in Agricultural Education.
VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculums Materials Services.
VT 002 984 ED 019 464 392
Summaries of Studies in Agricultural Education.
VT 003 636 300
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.
VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.
VT 004 614 285
Department of Agricultural Education. Annual Report.

AGRICULTURAL ENGINEERING
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.
VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.
VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.

AGRICULTURAL LABORERS
VT 005 028 324
Motivation of Domestic Seasonal Farm Workers.

AGRICULTURAL MACHINERY
VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.
VT 004 780 ED 017 722 352
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating these Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.

Page

AGRICULTURAL OCCUPATIONS
VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.
VT 004 948 324
Careers in Agriculture, A Guide for High School Students.

AGRICULTURAL SKILLS
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.
VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.
VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.
VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

AGRICULTURAL SUPPLY OCCUPATIONS
VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.
VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

AGRICULTURAL TECHNICIANS
VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.
VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.
VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.

AGRICULTURAL TRENDS
VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.

AGRICULTURE
VT 002 548 ED 019 454 313
Agriculture is More Than Farming.
VT 004 730 ED 020 372 388
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

ANCILLARY SERVICES
VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.

ANIMAL SCIENCE
VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

Page

ANNOTATED BIBLIOGRAPHIES
VT 002 984 ED 019 464 392
Summaries of Studies in Agricultural Education.
VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.
VT 004 346 322
Annotated Bibliography on Gainful Employment in Home Economics.
VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.
VT 007 213 ED 022 970 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

ANNUAL REPORTS
VT 003 690 359
First Annual Report of the Michigan RCU.
VT 004 614 285
Department of Agricultural Education. Annual Report.
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.

ANNUAL STATE CONFERENCE FOR TEACHERS OF VOCATIONAL AGRICULTURE
VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.

ANNUAL STATE HOMEMAKING EDUCATION CONFERENCE
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.

APPRENTICESHIPS
VT 002 353 ED 019 440 312
Negroes in Apprenticeship.
VT 002 477 276
Essays on Apprenticeship.
VT 003 555 ED 018 632 280
Research in Apprenticeship Training.

APTITUDE TESTS
VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

AREA VOCATIONAL SCHOOLS
VT 000 588 270
Will We be Prepared.
VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.
VT 002 328 337
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.
VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.
VT 005 024 338
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.
VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

Page

VT 005 552 ED 019 513 296
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.

ARITHMETIC
VT 001 204 328
A Guide for Conducting Classroom Tests in Business Arithmetic.

ASPIRATION
VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.
VT 004 046 369
The Migration Aspiration of North Dakota Senior Males.
VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.

ASSOCIATE DEGREE WORKSHOPS
VT 005 522 295
Proceedings, Associate Degree Workshop.

ASSOCIATE DEGREES
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.
VT 004 378 ED 017 683 283
A Transition in Nursing Education.
VT 005 522 295
Proceedings, Associate Degree Workshop.

AUTOINSTRUCTIONAL LABORATORIES
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

AUTOINSTRUCTIONAL METHODS
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

AUTOMATION
VT 000 795 308
Labour and Automation.
VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.
VT 001 329 310
Impact of Automation on Office Occupations.
VT 003 564 ED 018 633 318
Automation and Unemployment.

BATELLE'S SOCIO-ECONOMIC MODEL
VT 000 886 309
The Michigan Power Study. Phase I.

BEHAVIORAL OBJECTIVES
VT 004 395 ED 017 685 302
Curricular Needs of North Bay Schools.

BELIEFS
VT 004 489 356
Our Educational Beliefs.

BIBLIOGRAPHIES
VT 001 389 ED 020 302 392
Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.

SUBJECT AND IDENTIFIER INDEX

Page

VT 003 632 392
RCU Research and Study Projects.
VT 004 185 392
RCU Research and Study Projects.
VT 004 373 392
List of Studies Made at University of Minnesota in Business and Distributive Education.
VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.
VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.
VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.
VT 004 923 393
Bibliography of Selected Research in the Field of Occupational Education.
VT 005 047 393
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas - 1960-1967.
VT 005 474 ED 018 675 371
Research Visibility. Vocational Education Is Service--Vocational Guidance.
VT 005 508 295
A Bibliography on Technical Education.
VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.

BIOLOGY
VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

BLUE COLLAR OCCUPATIONS
VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.

BOARDS OF EDUCATION
VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.

BOND ISSUES
VT 002 885 ED 016 800 278
The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.

BUILDING DESIGN
VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

BUSINESS EDUCATION
VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.

Page

VT 000 673 326
Follow-Up Study of Business Education Graduates of Selected High School in Michigan.
VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.
VT 001 204 328
A Guide for Conducting Classroom Tests in Business Arithmetic.
VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.
VT 002 241 ED 019 433 358
Research Needed in Florida Business Education.
VT 004 373 392
List of Studies Made at University of Minnesota in Business and Distributive Education.
VT 004 409 351
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.
VT 005 192 293
The Work of the Business and Distributive Education Department Chairman.
VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.
VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

BUSINESS SKILLS
VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

BUSINESSMAN OPINION
VT 001 329 310
Impact of Automation on Office Occupations.

CAREER CHOICE
VT 002 246 366
What's Your Future in the World of Work.

CAREER OPPORTUNITIES
VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.

CASE STUDIES (EDUCATION)
VT 004 376 ED 020 326 283
New Directions in Vocational Education.

CERTIFICATION
VT 000 218 374
The Role of Teacher Education Institutions.

CHECK LISTS
VT 001 208 336
National Standard School Shop Safety Inspection Check List.

Page

CHEMICAL TECHNICIANS
VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

CHILD CARE OCCUPATIONS
VT 005 033 338
Furnishings, Equipment and Supplies for Child Development Laboratory.

CHILD CARE WORKERS
VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

CHILD DEVELOPMENT
VT 005 033 338
Furnishings, Equipment and Supplies for Child Development Laboratory.

CHILDREN
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.

CHILD RESPONSIBILITY
VT 003 767 368
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

CLASSROOM FURNITURE
VT 005 031 338
Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.
VT 005 032 338
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.
VT 005 033 338
Furnishings, Equipment and Supplies for Child Development Laboratory.

CLERICAL OCCUPATIONS
VT 000 653 342
Disadventaged Youth Program in Business Education, Clerical Services.

CLOTHING INSTRUCTION
VT 005 032 338
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.

CLOTHING MAINTENANCE SPECIALISTS
VT 005 032 338
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.

CLUSTER CONCEPT PROJECT
VT 002 356 ED 014 554 300
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.

Page

VT 003 254 ED 015 261 378
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Second Quarterly Report.

CODIFICATION
VT 005 158 292
Instructional Codes and Titles.

COGNITIVE PROCESSES
VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

COLLEGE CURRICULUM
VT 002 322 376
Vocational Teacher Education.

COLLEGE FRESHMEN
VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.
VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

COLLEGE STUDENTS
VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.
VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.
VT 004 769 ED 017 719 371
An Analysis of the Effect of the High School Curriculum upon College Achievement.

COLLEGES
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.
VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.
VT 005 151 ED 020 403 291
Higher Education in the Nation's Fire Service.

COMMITTEES
VT 004 998 345
State Committee on Seasonal Agricultural Labor.

COMMUNICATION (THOUGHT TRANSFER)
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.

COMMUNITY COLLEGES
VT 000 560 306
Technical and Semi-Professional Occupational Survey.

Page

VT 000 595 270
Mapping Your Occupational Training in the State of Washington.
VT 002 708 367
Technical-Vocational Education at Diablo Valley College.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.
VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.
VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.

COMMUNITY DEVELOPMENT
VT 000 552 306
A Case Study in Trade-Area Development.

COMMUNITY INVOLVEMENT
VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.

COMMUNITY PLANNING
VT 003 311 316
Smaller Communities Program.

COMMUNITY SURVEYS
VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.
VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

COMPARATIVE ANALYSIS
VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.
VT 005 429 388
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

COMPARATIVE TESTING
VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

COMPREHENSIVE HIGH SCHOOLS
VT 004 987 288
A Proposal for Redirecting Programs of Vocational Education in North Carolina.
VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

COMPUTER PROGRAMS
VT 003 233 367
A Description of a Program for Computer Assisted Occupational Guidance Developed at The Pennsylvania State University.

CONCEPT FORMATION
VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

Page

CONCEPT TEACHING
VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

CONFERENCE REPORTS
VT 005 777 390
The Education and Employment of Technicians.

CONFERENCES
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.
VT 001 870 ED 019 413 358
Proceedings of Regional Research Conference in Agricultural Education.
VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.
VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.
VT 002 631 ED 019 460 313
Proceedings of the Governor's Conference on Manpower Training.
VT 002 655 ED 019 461 314
Proceedings, Indiana Manpower Research Conference.
VT 003 236 ED 018 617 279
We Shall Not Rest.
VT 003 555 ED 018 632 280
Research in Apprenticeship Training.
VT 005 022 ED 020 400 289
Education and Training of Technicians.
VT 005 029 289
Wingspread Conference on Fire Service Administration.

COOPERATING TEACHERS
VT 005 634 ED 020 432 383
Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

COOPERATIVE EDUCATION
VT 000 566 326
Training for Off-Farm Agricultural Occupations. Supplement.
VT 000 568 269
Training for Off-Farm Agricultural Occupations.
VT 000 580 269
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.
VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.
VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.
VT 003 384 350
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.
VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.
VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.

Page

VT 004 054 282
Part-Time Cooperative Industrial Education.
VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.
VT 004 195 ED 019 473 301
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.
VT 004 743 345
Success Factors in Retaining Potential Dropouts.
VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.
VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.
VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.
VT 005 463 294
Guideline for Cooperative Education Coordinator.

COOPERATIVE PLANNING
VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.
VT 003 236 ED 018 617 279
We Shall Not Rest.

COOPERATIVE PROGRAMS
VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

CORRECTIONAL EDUCATION
VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.
VT 005 654 ED 019 519 298
Project Challenge.
VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.
VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.
VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

Page

COSMETOLOGISTS
VT 001 138 309
A Study of Cosmetology in Wisconsin.

COST EFFECTIVENESS
VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.
VT 005 042 ED 017 734 290
Occupational Education--Planning and Programming. Volume Two.
VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.
VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

COUNSELING PROGRAMS
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.

COUNSELOR TRAINING
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.
VT 005 051 346
The Colorado Story, Volume II.
VT 005 052 346
The Colorado Story.
VT 005 474 ED 018 675 371
Research Visibility. Vocational Education Is Service--Vocational Guidance.

COUNSELORS
VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.
VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

COURSES
VT 005 158 292
Instructional Codes and Titles.

CREATIVITY
VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.
VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

CREATIVITY RESEARCH
VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.
VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

Page

CULTURALLY DISADVANTAGED
VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

CURRICULUM
VT 000 560 306
Technical and Semi-Professional Occupational Survey.
VT 000 781 327
Practical Nurse Education in Ohio.
VT 002 708 367
Technical-Vocational Education at Diablo Valley College.
VT 003 222 279
Region II Vocational Education.
VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.
VT 004 620 ED 017 712 285
The Project Plan for Distributive Education in Florida High Schools.
VT 005 151 ED 020 403 291
Higher Education in the Nation's Fire Service.

CURRICULUM DESIGN
VT 004 935 ED 018 661 361
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.

CURRICULUM DEVELOPMENT
VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.
VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.
VT 002 356 ED 014 554 300
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.
VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.
VT 004 195 ED 019 473 301
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.
VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.
VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.
VT 005 276 ED 018 670 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.
VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.
VT 005 521 ED 020 426 304
Associate Degree Nursing Program Workshop.

Page

VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

CURRICULUM EVALUATION
VT 001 241 328
Industrial Arts Education in Escambia County.
VT 004 395 ED 017 685 302
Curriculur Needs of North Bay Schools.

CURRICULUM GUIDES
VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.
VT 003 636 300
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.
VT 004 409 351
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.

DATA ANALYSIS
VT 000 886 309
The Michigan Power Study. Phase I.

DATA COLLECTION
VT 004 422 ED 020 328 283
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.

DATA SHEETS
VT 002 845 277
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).

DESCISION MAKING
VT 004 615 ED 020 352 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.

DEMONSTRATION CENTERS
VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

DEMONSTRATION PROGRAMS
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.
VT 005 654 ED 019 519 298
Project Challenge.

DEMONSTRATION PROJECTS
VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.
VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.
VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.

Page

VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.
VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

DENTAL TECHNICIANS
VT 005 587 296
Dental Laboratory Technicians's Training Program.

DIFFUSION
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.
VT 005 193 ED 017 742 293
Information Systems.

DIRECTORIES
VT 000 595 270
Mapping Your Occupational Training in the State of Washington.
VT 004 998 345
State Committee on Seasonal Agricultural Labor.
VT 005 151 ED 020 403 291
Higher Education in the Nation's Fire Service.
VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.

DISADVANTAGED ENVIRONMENT
VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.

DISADVANTAGED GROUPS
VT 005 420 ED 017 744 347
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.

DISADVANTAGED YOUTH
VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.
VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.
VT 002 230 275
The Work-Study Program Under the Vocational Education Act of 1963.
VT 002 551 343
Project REDY.
VT 005 051 346
The Colorado Story, Volume II.
VT 005 052 346
The Colorado Story.
VT 005 131 ED 018 663 346
Boost--Business and Office Education Student Training.
VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

Page

VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.

DISTRIBUTIVE EDUCATION
VT 000 595 270
Mapping Your Occupational Training in the State of Washington.
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.
VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.
VT 002 905 278
Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.
VT 003 721 281
Adult D.E. Programs in the Secondary School.
VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.
VT 004 195 ED 019 473 301
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.
VT 004 373 392
List of Studies Made at University of Minnesota in Business and Distributive Education.
VT 004 619 ED 017 711 285
Distributive Education Programs in Florida's Junior Colleges.
VT 004 620 ED 017 712 285
The Project Plan for Distributive Education in Florida High Schools.
VT 005 192 293
The Work of the Business and Distributive Education Department Chairman.
VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.
VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.
VT 005 451 ED 020 423 381
Readings in Distributive Education.
VT 005 556 ED 020 427 382
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.
VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.

DOCTORAL THESES
VT 002 984 ED 019 464 392
Summaries of Studies in Agricultural Education.

DRAFTING
VT 003 614 320
Some Statistical Correlates in Industrial Graphics.

Page

DROPOUT PREVENTION
VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.
VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.
VT 004 743 345
Success Factors in Retaining Potential Dropouts.

DROPOUTS
VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

DUAL ENROLLMENT
VT 005 552 ED 019 513 296
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.

ECONOMIC FACTORS
VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.

EDEX COMMUNICATOR
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

EDUCABLE MENTALLY HANDICAPPED
VT 002 503 343
Pennies Grow on Plans.

EDUCATIONAL ADMINISTRATION
VT 003 247 331
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

EDUCATIONAL ATTITUDES
VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.
VT 004 045 331
A Survey of Parents of North Dakota High School Students Who were Seniors in 1966.
VT 004 395 ED 017 685 302
Curricular Needs of North Bay Schools.
VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.

EDUCATIONAL CERTIFICATES
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.

EDUCATIONAL CHANGE
VT 000 076 358
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.
VT 001 329 310
Impact of Automation on Office Occupations.
VT 004 376 ED 020 326 283
New Directions in Vocational Education.

Page

EDUCATIONAL FACILITIES
VT 001 019 336
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.
VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.
VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.
VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level-- A New Look.
VT 005 024 338
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.
VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.
VT 005 408 339
Practical Nursing Facilities.

EDUCATIONAL INNOVATION
VT 004 376 ED 020 326 283
New Directions in Vocational Education.
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.

EDUCATIONAL INTEREST
VT 000 809 271
Report on the Need for Vocational-Technical Schools in Nebraska.
VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.

EDUCATIONAL METHODS
VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.

EDUCATIONAL NEEDS
VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.
VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Lake Charles Area.
VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Baton Rouge Area.
VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in Alexandria-Pineville Area.
VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.
VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.
VT 001 329 310
Impact of Automation on Office Occupations.

Page

VT 001 483 ED 018 583 336
Office Machines Used in Business Today.
VT 001 956 274
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.
VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.
VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.
VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.
VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.
VT 003 230 316
Assessing Educational Requirements for Skillpower.
VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.
VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.
VT 003 566 318
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.
VT 003 569 319
Compentencies in Farm Machinery Maintenance Needed by Farmers.
VT 003 574 319
Compentencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.
VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.
VT 004 395 ED 017 685 302
Curricular Needs of North Bay Schools.
VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.
VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 004 721 323
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.
VT 004 910 323
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.

Page

VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.
VT 005 045 ED 017 735 380
A Survey of the Need for Pre-School Teacher Training.
VT 005 048 290
Crisis in the Fire Service.

EDUCATIONAL OBJECTIVES
VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.
VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.
VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture. Objective 5.
VT 001 648 272
Vocational Agriculture in the Next Five Years 1963-1968.
VT 001 908 ED 019 416 355
Vocational Education for American Youth.
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.
VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.
VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.

EDUCATIONAL OPPORTUNITIES
VT 000 603 307
New York Women and Their Changing World.
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.

EDUCATIONAL PHILOSOPHY
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.
VT 003 411 ED 019 466 356
New Directions for Industrial Arts.
VT 004 489 356
Our Educational Beliefs.

EDUCATIONAL PLANNING
VT 000 588 270
Will We Be Prepared.
VT 002 368 276
Roadmap for a Decade of Progress in Industrial Education.
VT 003 236 ED 018 617 279
We Shall Not Rest.
VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.
VT 004 987 288
A Proposal for Redirecting Programs of Vocational Education in North Carolina.

Page

VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.

EDUCATIONAL PRINCIPLES
VT 004 863 ED 018 660 352
Using Programmed Instruction in Occupational Education.

EDUCATIONAL PROBLEMS
VT 003 411 ED 019 466 356
New Directions for Industrial Arts.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.
VT 005 048 290
Crisis in the Fire Service.

EDUCATIONAL PROGRAMS
VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.
VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.
VT 002 246 366
What's Your Future in the World of Work.
VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.
VT 002 551 343
Project REDY.
VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.
VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.
VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.
VT 005 151 ED 020 403 291
High Education in the Nation's Fire Service.
VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.
VT 005 587 296
Dental Laboratory Technician's Training Program.

EDUCATIONAL RESEARCH
VT 000 076 358
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.
VT 001 389 ED 020 302 392
Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.
VT 001 870 ED 019 413 358
Proceedings of Regional Research Conference in Agricultural Education.
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
VT 002 984 ED 019 464 392
Summaries of Studies in Agricultural Education.

Page

VT 003 594 359
Technical Progress Report. September 1 - November 30, 1967.
VT 003 632 392
RCU Research and Study Projects.
VT 003 690 359
First Annual Report of the Michigan RCU.
VT 003 708 359
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967 - September 30, 1967.
VT 004 199 360
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
VT 004 386 ED 017 684 360
Annual Report, November 1967.
VT 004 488 ED 016 863 360
Annual Report, November 1966.
VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1-1967-October 1, 1967.
VT 004 604 284
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year (Extended), April 1, 1967-September 30, 1967.
VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.
VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.
VT 004 758 ED 018 658 361
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.
VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.
VT 004 856 362
Guidelines for Submitting Occupational Research and Development Proposals.
VT 004 923 393
Bibliography of Selected Research in the Field of Occupational Education.
VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.
VT 005 047 393
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas--1960-1967.
VT 005 146 ED 019 [illegible] 363
Research Report, 1966-1967.
VT 005 163 ED 020 406 363
Annual Report, November 1965.
VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.
VT 005 404 364
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.

SUBJECT AND IDENTIFIER INDEX

Page

VT 005 474 ED 018 675 371
Research Visibility. Vocational Education Is Service--Vocational Guidance.

VT 005 596 ED 019 515 297
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.

VT 006 926 ED 022 065 393
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

VT 007 213 ED 022 970 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

EDUCATIONAL RESOURCES

VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.

VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.

EDUCATIONAL SPECIFICATIONS

VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

VT 005 419 ED 022 031 339
Seminar on Shop and Laboratory Planning for Vocational Education.

EDUCATIONAL STRATEGIES

VT 003 201 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

EDUCATIONAL TRENDS

VT 003 230 316
Assessing Educational Requirements for Skillpower.

EFFECTIVE TEACHING

VT 004 756 ED 019 477 379
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.

EMPLOYEE ATTITUDES

VT 005 028 324
Motivation of Domestic Seasonal Farm Workers.

EMPLOYER ATTITUDES

VT 001 129 309
Training Needs Survey--Legal Stenographer.

VT 001 483 ED 018 583 336
Office Machines Used in Business Today.

VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

VT 004 732 ED 020 374 323
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.

Page

VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.

EMPLOYMENT OPPORTUNITIES

VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Lake Charles Area.

VT 000 560 306
Technical and Semi-Professional Occupational Survey.

VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in Alexandria-Pineville Area.

VT 000 603 307
New York Women and Their Changing World.

VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.

VT 001 138 309
A Study of Cosmetology in Wisconsin.

VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.

VT 001 245 374
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.

VT 001 382 382
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

VT 002 246 366
What's Your Future in the World of Work.

VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.

VT 002 548 ED 019 454 313
Agriculture is More Than Farming.

VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.

VT 003 227 315
Evansville Area Skill Survey.

VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.

VT 003 566 318
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.

VT 003 589 320
Occupational Opportunities for Rural Youth.

VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.

Page

VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.

VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.

VT 004 533 322
Non-Farm Agricultural Employment in West Virginia.

VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

VT 004 721 323
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.

EMPLOYMENT PATTERNS

VT 003 220 315
DuPage County Manpower Profile, 1947-1970.

EMPLOYMENT POTENTIAL

VT 003 675 320
An Action Program for Industrial Progress in Idaho.

EMPLOYMENT PROBLEMS

VT 003 589 320
Occupational Opportunities for Rural Youth.

EMPLOYMENT PROGRAMS

VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.

EMPLOYMENT PROJECTIONS

VT 000 886 309
The Michigan Power Study. Phase I.

VT 001 245 374
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.

VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.

VT 006 458 383
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.

EMPLOYMENT QUALIFICATIONS

VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Baton Rouge Area.

VT 003 566 318
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.

VT 004 948 324
Careers in Agriculture, A Guide for High School Students.

EMPLOYMENT SERVICES

VT 003 311 316
Smaller Communities Program.

Page

EMPLOYMENT STATISTICS
VT 003 220 315
DuPage County Manpower Profile, 1947-1970.
VT 003 227 315
Evansville Area Skill Survey.
VT 003 250 316
What Happens to the Long-Term Unemployed.
VT 004 533 322
Non-Farm Agricultural Employment in West Virginia.

EMPLOYMENT TRENDS
VT 000 552 306
A Case Study in Trade-Area Development.
VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.
VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.
VT 000 886 309
The Michigan Power Study. Phase I.
VT 001 138 309
A Study of Cosmetology in Wisconsin.
VT 002 655 ED 019 461 314
Proceedings, Indiana Manpower Research Conference.
VT 003 227 315
Evansville Area Skill Survey.
VT 003 230 316
Assessing Educational Requirements for Skillpower.
VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.
VT 003 412 317
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.

ENGINEERING TECHNICIANS
VT 001 213 309
Science and Engineering Technician Study.
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.

ENRICHMENT EXPERIENCE
VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.

ENROLLMENT INFLUENCES
VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.

ENROLLMENT PROJECTIONS
VT 002 328 337
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.

ENROLLMENT TRENDS
VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.

EQUAL OPPORTUNITIES (JOBS)
VT 002 353 ED 019 440 312
Negroes in Apprenticeship.
VT 002 942 ED 016 068 315
Equal Employment Opportunities.

Page

EQUIPMENT
VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

EQUIPMENT STANDARDS
VT 005 034 338
Equipment for Quantity Food Preparation and Service Laboratory.

EVALUATION
VT 003 247 331
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

EVALUATION CRITERIA
VT 001 197 328
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.
VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.

EVALUATION TECHNIQUES
VT 000 919 327
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.
VT 001 197 328
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.

EXPERIMENTAL CURRICULUM
VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

EXPERIMENTAL PROGRAMS
VT 000 566 326
Training for Off-Farm Agricultural Occupations. Supplement.
VT 000 568 269
Training for Off-Farm Agricultural Occupations.
VT 002 356 ED 014 554 300
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.
VT 003 254 ED 015 261 378
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.
VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.
VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.

Page

VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.
VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.
VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.
VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

EXPERIMENTAL TEACHING
VT 005 634 ED 020 432 383
Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

EXPERT CONFERENCE
VT 005 022 ED 020 400 289
Education and Training of Technicians.

EXTENSION EDUCATION
VT 004 730 ED 020 372 388
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

FACILITY GUIDELINES
VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level-- A New Look.
VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.
VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.
VT 005 [illegible]08 339
Practical Nursing Facilities.

FACILITY INVENTORY.
VT 005 035 339
Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.

FAMILY INCOME
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.

FARM ACCOUNTS
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

FARM MANAGEMENT
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

Page

VT 003 636 300
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.
VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

FARM OCCUPATIONS
VT 002 548 ED 019 454 313
Agriculture is More Than Farming.

FARMERS
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.
VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.
VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.

FEASIBILITY STUDIES
VT 000 588 270
Will We Be Prepared.
VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.
VT 005 045 ED 017 735 380
A Survey of the Need for Pre-School Teacher Training.

FEDERAL AID
VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.

FEDERAL LAWS
VT 003 590 281
The Federal Government's Role in the Training of Technicians.
VT 004 998 345
State Committee on Seasonal Agricultural Labor.

FEEDBACK
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.
VT 004 756 ED 019 477 379
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.

FEMALES
VT 000 603 307
New York Women and Their Changing World.
VT 001 551 ED 018 589 329
Young Women in Virginia.

FERTILIZERS
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

Page

VT 003 574 319
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

FIELD EXPERIENCE PROGRAMS
VT 005 276 ED 018 670 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.
VT 005 503 ED 019 506 382
An Exprience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.

FIELD TRIPS
VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

FINANCE OCCUPATIONS
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

FINANCIAL POLICY
VT 003 721 281
Adult D.E. Programs in the Secondary School.

FINANCIAL SUPPORT
VT 003 590 281
The Federal Government's Role in the Training of Technicians.
VT 003 721 281
Adult D.E. Programs in the Secondary School.

FIRE PROTECTION
VT 005 029 289
Wingspread Conference on Fire Service Administration.

FIRE SCIENCE EDUCATION
VT 005 048 290
Crisis in the Fire Service.
VT 005 151 ED 020 403 291
Higher Education in the Nation's Fire Service.

FIRE SERVICE
VT 005 029 289
Wingspread Conference on Fire Service Administration.
VT 005 048 290
Crisis in the Fire Service.

FLEXIBLE SCHEDULING
VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

FLORICULTURE
VT 005 030 338
Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.

FLORIST WORKER
VT 005 030 338
Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.

FLUID POWER EDUCATION
VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.

Page

VT 004 200 ED 016 113 378
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

FOOD SERVICE OCCUPATIONS
VT 005 034 338
Equipment for Quantity Food Preparation and Service Laboratory.

FOOD SERVICE WORKERS
VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

FOODS INSTRUCTION
VT 003 093 386
Experimentation in the Teaching of Foods.
VT 005 034 338
Equipment for Quantity Food Preparation and Service Laboratory.

FOREIGN COUNTRIES
VT 005 022 ED 020 400 289
Education and Training of Technicians.
VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

FOUNDATION PROGRAMS
VT 002 277 276
Ford Foundation Grants in Vocational Education.

FUNDAMENTAL CONCEPTS
VT 005 277 ED 018 671 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.

FUTURE FARMERS OF AMERICA
VT 001 677 273
The Ohio Manual of Operation for Vocational Agriculture Education.
VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

GEOGRAPHIC REGIONS
VT 003 222 279
Region II Vocational Education.

GOAL ORIENTATION
VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.
VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.

GOVERNMENT EMPLOYEES
VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.

GOVERNMENT ROLE
VT 003 590 281
The Federal Government's Role in the Training of Technicians.

GOVERNOR'S CONFERENCE ON MANPOWER TRAINING
VT 002 631 ED 019 460 313
Proceedings of the Governor's Conference on Manpower Training.

Page

GRADUATE SURVEYS
VT 000 478 326
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.
VT 000 566 326
Training for Off-Farm Agricultural Occupations. Supplement.
VT 000 673 326
Follow-Up Study of Business Education Graduates of Selected High School in Michigan.
VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.
VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.

GRADUATES
VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

GRANTS
VT 002 277 276
Ford Foundation Grants in Vocational Education.

GROUPS
VT 001 832 375
Attitudes Toward Groups and Families.

GUIDANCE PERSONNEL
VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.

GUIDELINES
VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.
VT 000 346 268
Guidelines for Pilot Programs in Agricultural Education.
VT 001 204 328
A Guide for Conducting Classroom Tests in Business Arithmetic.
VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculums Materials Services.
VT 002 368 276
Roadmap for a Decade of Progress in Industrial Education.
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.
VT 004 378 ED 017 683 283
A Transition in Nursing Education.
VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.
VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.
VT 004 856 362
Guidelines for Submitting Occupational Research and Development Proposals.
VT 004 935 ED 018 661 361
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.

Page

VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.
VT 005 463 294
Guideline for Cooperative Education Coordinator.
VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.
VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

HANDICAPPED STUDENTS
VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

HEALTH FACILITIES
VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

HEALTH OCCUPATIONS
VT 001 470 366
Completion Report on Guidance Counselors Workshops in Health Careers.

HEALTH OCCUPATIONS EDUCATION
VT 000 781 327
Practical Nurse Education in Ohio.
VT 002 922 279
Paramedical and Health-Related Programs in the Junior College.
VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.
VT 004 378 ED 017 683 283
A Transition in Nursing Education.
VT 004 999 ED 020 399 289
Statement on Nursing Education.
VT 005 407 294
Handbook for Practical Nursing Teachers.
VT 005 408 339
Practical Nursing Facilities.
VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.
VT 005 510 295
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.
VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.
VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.
VT 005 521 ED 020 426 304
Associate Degree Nursing Program Workshop.
VT 005 522 295
Proceedings, Associate Degree Workshop.
VT 005 587 296
Dental Laboratory Technician's Training Program.

Page

VT 005 601 297
Guidelines for the Training of Nurse Aides.
VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

HIGH SCHOOL CURRCICULUM
VT 003 403 316
Vocational Curricula in Michigan.
VT 004 769 ED 017 719 371
An Analysis of the Effect of the High School Curriculum upon College Achievement.

HIGH SCHOOL GRADUATES
VT 000 478 326
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.
VT 000 673 326
Follow-Up Study of Business Education Graduates of Selected High School in Michigan.
VT 003 569 319
Competencies in Farm Machinery Maintenance Needed by Farmers.
VT 004 621 ED 020 354 369
Expectations and Realities.

HIGH SCHOOL STUDENTS
VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.
VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.
VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.
VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.
VT 003 767 368
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.
VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.
VT 004 615 ED 020 352 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.
VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.
VT 004 743 345
Success Factors in Retaining Potential Dropouts.

HIGH SCHOOLS
VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.
VT 001 908 ED 019 416 355
Vocational Education for American Youth.

Page

VT 002 840 277
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.
VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.
VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

HOME ECONOMICS
VT 004 730 ED 020 372 388
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

HOME ECONOMICS EDUCATION
VT 002 503 343
Pennies Grow on Plans.
VT 002 859 277
Continuing Education in Home Economics for Out-of-School Youth and Adults.
VT 003 059 386
Home Economics in the Junior High School.
VT 003 093 386
Experimentation in the Teaching of Foods.
VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level-- A New Look.
VT 004 489 356
Our Educational Beliefs.
VT 005 031 338
Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.
VT 005 035 339
Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.
VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.
VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

HOME ECONOMICS TEACHERS
VT 000 218 374
The Role of Teacher Education Institutions.
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.
VT 001 832 375
Attitudes Toward Groups and Families.

HOME MANAGEMENT
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.

HOMEMAKING EDUCATION
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.
VT 001 551 ED 018 589 329
Young Women in Virginia.
VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.

Page

HUMAN RELATIONS
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture, Objective 5.

HUMAN RESOURCES
VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.

INCOME
VT 003 767 368
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

INDIANA MANPOWER RESEARCH CONFERENCE
VT 002 655 ED 019 461 314
Proceedings, Indiana Manpower Research Conference.

INDIVIDUAL CHARACTERISTICS
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture, Objective 5.
VT 001 385 310
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.

INDUSTRIAL ARTS
VT 000 677 270
Organization and Administration for Industrial Arts Education.
VT 001 208 336
National Standard School Shop Safety Inspection Check List.
VT 001 241 328
Industrial Arts Education in Escambia County.
VT 003 411 ED 019 466 356
New Directions for Industrial Arts.
VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.
VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.
VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.
VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.
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Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.
VT 005 277 ED 018 671 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.

INDUSTRIAL EDUCATION
VT 002 368 276
Roadmap for a Decade of Progress in Industrial Education.
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

Page

INDUSTRIAL STRUCTURE
VT 003 498 317
Potentials for Industrial Development in Vermont.
VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

INDUSTRIAL TRAINING
VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.
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Britain's Industrial Training Act.

INDUSTRIAL TRAINING ACT
VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

INDUSTRIALIZATION
VT 000 552 306
A Case Study in Trade-Area Development.
VT 003 675 320
An Action Program for Industrial Progress in Idaho.

INDUSTRY
VT 000 795 308
Labour and Automation.
VT 003 246 377
How to Train Workers on the Job.
VT 005 276 ED 018 670 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.
VT 005 277 ED 018 671 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.

INFORMATION DISSEMINATION
VT 004 488 ED 016 863 360
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Annual Report, November 1965.
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Information Systems.

INFORMATION NEEDS
VT 004 422 ED 020 328 283
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.

INFORMATION STORAGE
VT 003 384 350
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.

INFORMATION SYSTEMS
VT 005 193 ED 017 742 293
Information Systems.

INSERVICE TEACHER EDUCATION
VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.
VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.
VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

INSTITUTES (TRAINING PROGRAMS)
VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.

Page

VT 005 051 346
The Colorado Story, Volume II.
VT 005 052 346
The Colorado Story.
VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

INSTRUCTIONAL AIDS
VT 003 201 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

INSTRUCTIONAL DESIGN
VT 002 185 350
Mathetics, A System of Programmed Instruction.
VT 004 363 302
A Behavioral View of Vocational-Technical Education.

INSTRUCTIONAL FILMS
VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

INSTRUCTIONAL INNOVATION
VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

INSTRUCTIONAL MATERIALS
VT 000 837 271
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.
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Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.
VT 003 384 350
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.
VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.
VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.
VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

INSTRUCTIONAL MATERIALS CENTERS
VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculums Materials Services.

INSTRUCTIONAL PROGRAMS
VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

INSTRUCTIONAL TECHNOLOGY
VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.

Page

INSTRUCTOR COORDINATORS
VT 005 463 294
Guideline for Cooperative Education Coordinator.

INSURANCE COMPANIES
VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.

INSURANCE OCCUPATIONS
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

INTEGRATED ACTIVITIES
VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

INTERSTATE PROGRAMS
VT 005 596 ED 019 515 297
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.

INTERVAL PACING
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.

INTERVIEWS
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.

ITASCA CONFERENCE ON THE CONTINUING EDUCATION OF WOMEN
VT 003 698 344
Education and a Woman's Life.

JOB ANALYSIS
VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.
VT 004 732 ED 020 374 323
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.
VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.
VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.

JOB PLACEMENT
VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.

JOB SKILLS
VT 001 995 311
Technician Needs in a Farm Machinery Engineering Group.

Page

VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.
VT 003 614 320
Some Statistical Correlates in Industrial Graphics.
VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.
VT 004 542 322
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.

JOB TRAINING
VT 002 355 312
Job Training Suggestions for Women and Girls.
VT 003 232 ED 018 616 331
Expanding Employability in Ontario.

JOHNSON HOME ECONOMICS INTEREST INVENTORY
VT 001 831 375
Interest in Teaching Home Economics.

JUNIOR COLLEGES
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.
VT 002 922 279
Paramedical and Health-Related Programs in the Junior College.
VT 004 619 ED 017 711 285
Distributive Education Programs in Florida's Junior Colleges.
VT 005 144 291
A Study of Technical Education in California.

JUNIOR HIGH SCHOOLS
VT 003 059 386
Home Economics in the Junior High School.

LABOR
VT 000 795 308
Labour and Automation.

LABOR FORCE
VT 000 886 309
The Michigan Power Study. Phase I.
VT 003 227 315
Evansville Area Skill Survey.
VT 003 498 317
Potentials for Industrial Development in Vermont.

LABOR LAWS
VT 005 145 ED 020 402 291
Britain's Industrial Training Act.

LABOR MARKET
VT 003 250 316
What Happens to the Long-Term Unemployed.

Page

VT 003 403 316
Vocational Curricula in Michigan.

LABOR UNIONS
VT 002 353 ED 019 440 312
Negroes in Apprenticeship.
VT 002 477 276
Essays on Apprenticeship.
VT 002 942 ED 016 068 315
Equal Employment Opportunities.

LABORATORY EQUIPMENT
VT 005 030 338
Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.
VT 005 031 338
Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.
VT 005 032 338
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.
VT 005 033 338
Furnishings, Equipment and Supplies for Child Development Laboratory.
VT 005 034 338
Equipment for Quantity Food Preparation and Service Laboratory.
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

LABORATORY EXPERIMENTS
VT 003 093 386
Experimentation in the Teaching of Foods.

LAND USE
VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

LEADERSHIP TRAINING
VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.
VT 002 137 ED 018 609 275
Leadership Development Seminar, Vocational-Technical Education. Final Report.
VT 002 432 330
Evaluation Results for Leadership Development Seminars I, II, III.
VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.
VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.

LEARNING
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

LEARNING MOTIVATION
VT 004 730 ED 020 372 388
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

Page

LEARNING THEORIES
VT 005 534 ED 022 039 389
Concept Formation and the Home Economics Curriculum.

LIBRARY GUIDES
VT 002 208 336
A Guide for the Use of the Kentucky Vocational Education Research Resource Library.

LIBRARY SERVICES
VT 002 208 336
A Guide for the Use of the Kentucky Vocational Education Research Resource Library.

LITERATURE REVIEWS
VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.

LORTON YOUTH CENTER
VT 005 654 ED 019 519 298
Project Challenge.

LOW ABILITY STUDENTS
VT 000 668 342
Occupational Work Experience Program.

MCBEE KEYSORT
VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

MACHINERY MAINTENANCE WORKERS
VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.
VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.

MANPOWER DEVELOPMENT
VT 002 631 ED 019 460 313
Proceedings of the Governor's Conference on Manpower Training.
VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.
VT 003 230 316
Assessing Educational Requirements for Skillpower.
VT 003 232 ED 018 616 331
Expanding Employability in Ontario.
VT 003 307 ED 018 627 280
University Perspectives on Manpower.
VT 003 311 316
Smaller Communities Program.
VT 003 564 ED 018 633 318
Automation and Unemployment.
VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.
VT 005 022 ED 020 400 289
Education and Training of Technicians.
VT 005 777 390
The Education and Employment of Technicians.

Page

MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS
VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.
VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.
VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.
VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.
VT 005 601 297
Guidelines for the Training of Nurse Aides.
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.
VT 005 654 ED 019 519 298
Project Challenge.
VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.
VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.
VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.
VT 005 777 390
The Education and Employment of Technicians.

MANPOWER NEEDS
VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.

MANPOWER UTILIZATION
VT 002 631 ED 019 460 313
Proceedings of the Governor's Conference on Manpower Training.
VT 002 655 ED 019 461 314
Proceedings, Indiana Manpower Research Conference.
VT 003 564 ED 018 633 318
Automation and Unemployment.
VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.

MANUFACTURING INDUSTRY
VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.

Page

MARKETING
VT 003 412 317
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.

MASTER PLANS
VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.

MASTER TEACHERS
VT 002 919 377
What Makes a Master Teacher.

MASTERS THESES
VT 002 984 ED 019 464 392
Summaries of Studies in Agricultural Education.

MAYOR'S YOUTH EMPLOYMENT PROJECT
VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.

MECHANICAL DESIGN TECHNICIANS
VT 005 777 390
The Education and Employment of Technicians.

MEDICAL LABORATORY ASSISTANTS
VT 005 510 295
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.

MENTALLY HANDICAPPED
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.
VT 002 195 343
A Study of Vocational Training for Mentally and Physically Handicapped.

METAL WORKING OCCUPATIONS
VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.

MICHIGAN STATE UNIVERSITY DEPARTMENT OF COMMUNICATION AND CONTINUING EDUCATION SERVICE
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.
VT 005 193 ED 017 742 293
Information Systems.

MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.
VT 005 193 ED 017 742 293
Information Systems.

MICROFICHE
VT 004 923 393
Bibliography of Selected Research in the Field of Occupational Education.

MIGRANT WORKERS
VT 004 998 345
State Committee on Seasonal Agricultural Labor.

Page

MIGRANTS
VT 001 385 310
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.

MIGRATION
VT 004 046 369
The Migration Aspirations of North Dakota Senior Males.
VT 004 621 ED 020 354 369
Expectations and Realities.

MIGRATION PATTERNS
VT 001 385 310
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.

MILITARY SERVICE
VT 004 590 ED 020 348 284
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.

MINNESOTA TEACHER ATTITUDE INVENTORY
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.

MINORITY GROUPS
VT 002 942 ED 016 068 315
Equal Employment Opportunities.

MODELS
VT 000 886 309
The Michigan Power Study. Phase I.
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

MONEY MANAGEMENT
VT 000 615 386
Structuring Family Finance for Home Economics Teaching.

NATIONAL CONFERENCE ON THE DIFFUSION OF EDUCATIONAL IDEAS
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.
VT 005 193 ED 017 742 293
Information Systems.

NATIONAL NORMS
VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

NATIONAL SEMINAR IN DISTRIBUTIVE EDUCATION
VT 005 451 ED 020 423 381
Readings in Distributive Education.

NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION
VT 000422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.
VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.
VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.

353

Page

VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture. Objective 5.

NATIONAL SEMINAR ON PROGRAM PLANNING, BUDGETING AND EVALUATION
VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.

NATIONAL SEMINAR ON VOCATIONAL GUIDANCE
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Proceedings, National Seminar on Vocational Guidance.

NATIONAL SEMINAR ON VOCATIONAL TECHNICAL TEACHER EDUCATION
VT 005 627 ED 020 431 383
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NATIONAL SURVEYS
VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.
VT 004 929 362
RCU Staff Study.
VT 005 552 ED 019 513 296
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.

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VT 000 076 358
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.

NEGRO EMPLOYMENT
VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.
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Negroes in Apprenticeship.

NONPROFESSIONAL PERSONNEL
VT 004 214 ED 018 648 321
Implementing Nonprofessional Programs in Human Services.

NORTHERN IDAHO JUNIOR COLLEGE
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.

NURSES
VT 004 378 ED 017 683 283
A Transition in Nursing Education.
VT 005 521 ED 020 426 304
Associate Degree Nursing Program Workshop.
VT 005 522 295
Proceedings, Associate Degree Workshop.
VT 005 620 ED 020 430 340
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

NURSES AIDES
VT 001 435 ED 018 574 328
Survey of Currently Employed Nurse Aides in Chicago.

Page

VT 005 511 ED 019 508 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.
VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.
VT 005 601 297
Guidelines for the Training of Nurse Aides.

NURSING
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.
VT 004 999 ED 020 399 289
Statement on Nursing Education.

OCCUPATIONAL ASPIRATION
VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.

OCCUPATIONAL CHOICE
VT 004 615 ED 020 352 369
Perceived Sources of Influence Upon Occupational and Educational Expectations.
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Expectations and Realities.
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A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.
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Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Baton Rouge Area.
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Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in Alexandria-Pineville Area.
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Science and Engineering Technician Study.
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The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.
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VT 004 177 ED 019 471 301
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.

Page

OCCUPATIONAL GUIDANCE
VT 001 470 366
Completion Report on Guidance Counselors Workshops in Health Careers.
VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.
VT 002 246 366
What's Your Future in the World of Work.
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.
VT 003 233 367
A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.
VT 003 599 344
Experimental and Demonstration Project Vocational Education, An Interim Report.
VT 003 600 344
Experimental and Demonstration Project Vocational Education. Second Interim Report.
VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.
VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.
VT 004 743 345
Success Factors in Retaining Potential Dropouts.
VT 005 474 ED 018 675 371
Research Visibility. Vocational Education Is Service--Vocational Guidance.
VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.
VT 005 710 ED 019 520 372
Proceedings, National Seminar on Vocational Guidance.

OCCUPATIONAL HOME ECONOMICS
VT 000 109 268
Vocational Home Economics Manual of Operations for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.
VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.
VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.
VT 000 218 374
The Role of Teacher Education Institutions.
VT 001 661 273
A Manual of Operation for Occupational Programs in Vocational Home Economics Education.
VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

Page

VT 004 346 322
Annotated Bibliography on Gainful Employment in Home Economics.
VT 004 796 287
Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.
VT 004 807 287
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.
VT 004 937 ED 019 492 332
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.
VT 005 030 338
Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.
VT 005 032 338
Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.
VT 005 033 338
Furnishings, Equipment and Supplies for Child Development Laboratory.
VT 005 034 338
Equipment for Quantity Food Preparation and Service Laboratory.

OCCUPATIONAL INFORMATION
VT 001 661 273
A Manual of Operation for Occupational Programs in Vocational Home Economics Education.
VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.
VT 002 708 367
Technical-Vocational Education at Diablo Valley College.
VT 003 233 367
A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.
VT 003 599 344
Experimental and Demonstration Project Vocational Education. An Interim Report.
VT 003 600 344
Experimental and Demonstration Project Vocational Education, Second Interim Report.
VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.
VT 004 743 345
Success Factors in Retaining Potential Dropouts.
VT 004 948 324
Careers in Agriculture, A Guide for High School Students.

OCCUPATIONAL SURVEYS
VT 000 540 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Lake Charles Area.
VT 000 560 306
Technical and Semi-Professional Occupational Survey.
VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Baton Rouge Area.

Page

VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.
VT 000 856 308
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.
VT 001 138 309
A Study of Cosmetology in Wisconsin.
VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.
VT 002 800 314
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.
VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.
VT 003 222 279
Region II Vocational Education.
VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.
VT 003 227 315
Evansville Area Skill Survey.
VT 003 230 316
Assessing Educational Requirements for Skillpower.
VT 003 404 317
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.
VT 003 498 317
Potentials for Industrial Development in Vermont.
VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.
VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.
VT 004 006 ED 016 832 321
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.
VT 004 533 322
Non-Farm Agricultural Employment in West Virginia.
VT 004 910 323
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.

OFF-FARM AGRICULTURAL OCCUPATIONS
VT 000 540 306
Occupational Opoortunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.
VT 000 566 326
Training for Off-Farm Agricultural Occupations. Supplement.

Page

VT 000 568 269
Training for Off-Farm Agricultural Occupations.
VT 000 580 269
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.
VT 000 581 306
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.
VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.
VT 000 583 307
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.
VT 002 522 313
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.
VT 002 548 ED 019 454 313
Agriculture is More Than Farming.
VT 003 552 318
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.
VT 003 566 318
The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.
VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.
VT 004 533 322
Non-Farm Agricultural Employment in West Virginia.
VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.
VT 004 721 323
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.
VT 004 732 ED 020 374 323
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.
VT 004 910 323
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.

OFFICE MACHINES
VT 001 483 ED 018 583 336
Office Machines Used in Business Today.

OFFICE OCCUPATIONS
VT 001 483 ED 018 583 336
Office Machines Used in Business Today.

OFFICE OCCUPATIONS EDUCATION
VT 001 329 310
Impact of Automation on Office Occupations.
VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.
VT 005 131 ED 018 663 346
Boost--Business and Office Education Student Training.

Page

VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.

ON THE JOB TRAINING
VT 003 246 377
How to Train Workers on the Job.
VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.

OPERANT CONDITIONING
VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

OPINIONS
VT 003 247 331
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

ORCHESTRATED SYSTEMS APPROACH
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

ORGANIZATIONAL CHANGE
VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.
VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

OVERHEAD PROJECTORS
VT 004 780 ED 017 722 352
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.

OVERT RESPONSE
VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

PARENT ATTITUDES
VT 004 045 331
A Survey of Patents of North Dakota High School Students Who Were Seniors in 1966.
VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.
VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.

PARENTAL ASPIRATION
VT 004 045 331
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.

PERCEPTUAL MOTOR LEARNING
VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

SUBJECT AND IDENTIFIER INDEX

Page

PERFORMANCE TESTS
VT 005 200 ED 018 669 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

PERSISTENCE
VT 003 250 316
What Happens to the Long-Term Unemployed.

PERSONAL VALUES
VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

PERSONNEL
VT 000 829 308
Changing Workforce Characteristics of an Automated Insurance Company.

PERSONNEL SELECTION
VT 001 836 ED 019 411 311
Selection and Training, A Survey of Iowa Manufacturing Firms.

PHYSICAL ACTIVITIES
VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

PHYSICALLY HANDICAPPED
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.
VT 002 195 343
A Study of Vocational Training for Mentally and Physically Handicapped.

PILOT PROJECTS
VT 000 346 268
Guidelines for Pilot Programs in Agricultural Education.
VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.
VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.
VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

PLANNING COMMISSIONS
VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.

POPULATION TRENDS
VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.

POST SECONDARY EDUCATION
VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.
VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.
VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.

Page

VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.
VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.
VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.

POTENTIAL DROPOUTS
VT 002 648 344
Occupational Exploration Program Manual of Operations.

PRACTICAL NURSES
VT 000 781 327
Practical Nurse Education in Ohio.
VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.
VT 005 407 294
Handbook for Practical Nursing Teachers.
VT 005 408 339
Practical Nursing Facilities.
VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.

PREDICTIVE ABILITY (TESTING)
VT 002 313 ED 019 437 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

PRESCHOOL TEACHERS
VT 005 045 ED 017 735 380
A Survey of the Need for Pre-School Teacher Training.

PRESERVICE EDUCATION
VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.

PREVOCATIONAL EDUCATION
VT 002 503 343
Pennies Grow on Plans.
VT 002 648 344
Occupational Exploration Program Manual of Operations.
VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.
VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.
VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.
VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

PROBLEM SOLVING
VT 003 093 386
Experimentation in the Teaching of Foods.

Page

VT 004 669 387
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.
VT 004 670 387
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.

PROFESSIONAL PERSONNEL
VT 004 929 362
RCU Staff Study.

PROGRAM ADMINISTRATION
VT 000 076 358
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.
VT 001 701 273
Manual of Operation for Vocational Education Programs in Missouri.
VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculums Materials Services.
VT 002 905 278
Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.
VT 005 192 293
The Work of the Business and Distributive Education Department Chairman.
VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.

PROGRAM BUDGETING
VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.
VT 005 042 ED 017 734 290
Occupational Education--Planning and Programming. Volume Two.

PROGRAM CONTENT
VT 005 587 296
Dental Laboratory Technician's Training Program.

PROGRAM COORDINATION
VT 002 322 376
Vocational Teacher Education.
VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.

PROGRAM COSTS
VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

PROGRAM DESCRIPTIONS
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
VT 003 311 316
Smaller Communities Program.
VT 003 411 ED 019 466 356
New Directions for Industrial Arts.

452

Page

VT 003 594 359
Technical Progress Report. September 1-November 30, 1967.

VT 003 708 359
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.

VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.

VT 004 199 360
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

VT 004 200 ED 016 113 378
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

VT 004 386 ED 017 684 360
Annual Report, November 1967.

VT 004 488 ED 016 863 360
Annual Report, November 1966.

VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.

VT 004 604 284
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year (Extended), April 1, 1967-September 30, 1967.

VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

VT 004 758 ED 018 658 361
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.

VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.

VT 004 796 287
Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.

VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.

VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.

VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.

VT 005 052 346
The Colorado Story.

VT 005 163 ED 020 406 363
Annual Report, November 1965.

Page

VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.

VT 005 404 364
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.

VT 005 420 ED 017 744 347
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.

VT 005 654 ED 019 519 298
Project Challenge.

VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.

VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.

VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

PROGRAM DESIGN

VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.

PROGRAM DEVELOPMENT

VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.

VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.

VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.

VT 002 922 279
Paramedical and Health-Related Programs in the Junior College.

VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.

VT 004 363 302
A Behavioral View of Vocational-Technical Education.

VT 004 531 284
Agricultural Offerings in Community Colleges in the United States.

VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.

VT 004 796 287
Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.

VT 004 807 287
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.

Page

VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.

VT 004 999 ED 020 399 289
Statement on Nursing Education.

VT 005 144 291
A Study of Technical Education in California.

VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.

VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.

VT 005 522 295
Proceedings, Associate Degree Workshop.

VT 005 556 ED 020 427 382
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.

VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.

VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.

PROGRAM EFFECTIVENESS

VT 001 804 ED 019 403 310
The Significance of Work Experience in Adolescent Development.

VT 003 232 ED 018 616 331
Expanding Employability in Ontario.

VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.

VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

VT 005 429 388
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

PROGRAM EVALUATION

VT 000 566 326
Training for Off-Farm Agricultural Occupations. Supplement.

VT 000 662 326
A Guide for the Review of a Program in Agricultural Education.

VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.

VT 000 781 327
Practical Nurse Education in Ohio.

VT 000 919 327
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.

VT 001 197 328
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.

4

SUBJECT AND IDENTIFIER INDEX

Page

VT 001 241 328
Industrial Arts Education in Escambia County.
VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.
VT 001 382 328
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.
VT 001 551 ED 018 589 329
Young Women in Virginia.
VT 001 648 272
Vocational Agriculture in the Next Five Years 1963-1968.
VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.
VT 002 432 330
Evaluation Results for Leadership Development Seminars I, II, III.
VT 002 6[illegible]9 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.
VT 003 232 ED 018 616 331
Expanding Employability in Ontario.
VT 004 422 ED 020 328 283
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.
VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.
VT 004 807 287
Procedures for Establishment of Training Programs for Wage-Earning Occupational Related to Home Economics.
VT 004 937 ED 019 492 332
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.
VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.
VT 005 042 ED 017 734 290
Occupational Education--Planning and Programming. Volume Two.
VT 005 046 332
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.
VT 005 051 346
The Colorado Story, Volume II.
VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.
VT 005 223 333
Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

PROGRAM 5
VT 003 232 ED 018 616 331
Expanding Employability in Ontario.

Page

PROGRAM GUIDES
VT 000 109 268
Vocational Home Economics Manual of Operations for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.
VT 000 527 269
Manual for Young and Adult Farmer Programs.
VT 000 580 269
Cooperative, Supervised, Part-Time Occupational Educational Program in Agriculture.
VT 000 653 342
Disadvantaged Youth Program in Business Education, Clerical Services.
VT 000 677 270
Organization and Administration for Industrial Arts Education.
VT 001 661 273
A Manual of Operation for Occupational Programs in Vocational Home Economics Education.
VT 001 664 273
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.
VT 001 677 273
The Ohio Manual of Operation for Vocational Agriculture Education.
VT 001 691 273
Essentials and Requirements of a Vocational Agriculture Program.
VT 001 701 273
Manual of Operation for Vocational Education Programs in Missouri.
VT 001 997 274
Cooperative Work Experience Manual for Business and Distributive Education.
VT 002 648 344
Occupational Exploration Program Manual of Operations.
VT 002 859 277
Continuing Education in Home Economics for Out-of-School Youth and Adults.
VT 002 905 278
Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.
VT 003 721 281
Adult D.E. Programs in the Secondary School.
VT 004 054 282
Part-Time Cooperative Industrial Education.
VT 004 619 ED 017 711 285
Distributive Education Programs in Florida's Junior Colleges.
VT 004 620 ED 017 712 285
The Project Plan for Distributive Education in Florida High Schools.
VT 005 130 290
Technician Training Beyond the High School.
VT 005 144 291
A Study of Technical Education in California.
VT 005 264 293
The Cooperative Plan for Distributive Education in Florida's High Schools.
VT 005 407 294
Handbook for Practical Nursing Teachers.

Page

VT 005 463 294
Guideline for Cooperative Education Coordinator.
VT 005 510 295
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.
VT 005 587 296
Dental Laboratory Technician's Training Program.
VT 005 601 297
Guidelines for the Training of Nurse Aides.

PROGRAM IMPROVEMENT
VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.
VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

PROGRAM PLANNING
VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.
VT 000 527 269
Manual for Young and Adult Farmer Programs.
VT 000 568 269
Training for Off-Farm Agricultural Occupations.
VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.
VT 000 668 342
Occupational Work Experience Program.
VT 001 705 274
A Five Year Plan for a Department of Vocational Agriculture.
VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.
VT 002 137 ED 018 609 275
Leadership Development Seminar, Vocational-Technical Education. Final Report.
VT 003 222 279
Region II Vocational Education.
VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.
VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.
VT 004 214 ED 018 648 321
Implementing Nonprofessional Programs in Human Services.
VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.
VT 004 422 ED 020 328 283
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.
VT 004 537 284
Guidelines for the Development of Training Programs for Agricultural Technicians.

Page

VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.
VT 005 042 ED 017 734 290
Occupational Education--Planning and Programming. Volume Two.
VT 005 504 ED 019 507 294
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.

PROGRAM PROPOSALS
VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.

PROGRAMED INSTRUCTION
VT 002 185 350
Mathetics, A System of Programmed Instruction.
VT 004 863 ED 018 660 352
Using Programed Instruction in Occupational Education.

PROGRAMING
VT 002 185 350
Mathetics, A System of Programmed Instruction.

PROJECT CHALLENGE
VT 005 654 ED 019 519 298
Project Challenge.

PROJECT REDY
VT 002 551 343
Project REDY.

PROJECT TALENT
VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

PROJECT TRAINING
VT 004 620 ED 017 712 285
The Project Plan for Distributive Education in Florida High Schools.

PROJECT TRAINING METHOD
VT 005 417 ED 020 419 388
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Seondary Level.
VT 005 451 ED 020 423 381
Readings in Distributive Education.
VT 005 556 ED 020 427 382
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.
VT 005 557 ED 020 428 296
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.

PSYCHOMOTOR SKILLS
VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

PUBLIC POLICY
VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.

Page

PUBLIC RELATIONS
VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage-Earning Occupations.
VT 005 714 ED 020 433 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.
VT 005 715 ED 020 434 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.
VT 005 716 ED 020 435 348
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

QUESTIONNAIRES
VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.

REAL ESTATE OCCUPATIONS
VT 001 956 274
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.
VT 002 580 ED 019 458 313
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

RECORDS (FORMS)
VT 005 035 339
Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.

REHABILITATION PROGRAMS
VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.
VT 005 654 ED 019 519 298
Project Challenge.

REMEDIAL INSTRUCTION
VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

RESEARCH
VT 000 795 308
Labour and Automation.

RESEARCH AND DEVELOPMENT CENTERS
VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.
VT 004 386 ED 017 684 360
Annual Report, November 1967.
VT 004 488 ED 016 863 360
Annual Report, November 1966.

Page

VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.
VT 005 163 ED 020 406 363
Annual Report, November 1965.
VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.

RESEARCH CONFERENCE ON APPRENTICESHIP TRAINING
VT 003 555 ED 018 632 280
Research in Apprenticeship Training.

RESEARCH COORDINATING UNITS
VT 002 208 336
A Guide for the Use of the Kentucky Vocational Education Research Resource Library.
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
VT 003 594 359
Technical Progress Report. September 1-November 30, 1967.
VT 003 690 359
First Annual Report of the Michigan RCU.
VT 003 708 359
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.
VT 003 632 392
RCU Research and Study Projects.
VT 004 185 392
RCU Research and Study Projects.
VT 004 199 360
Utah Coordinating Unit for Research on Vocational and Technical Education. Interim Report.
VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.
VT 004 604 284
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year (Extended), April 1, 1967-September 30, 1967.
VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.
VT 004 758 ED 018 658 361
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.
VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.
VT 004 856 362
Guidelines for Submitting Occupational Research and Development Proposals.
VT 004 929 362
RCU Staff Study.

SUBJECT AND IDENTIFIER INDEX

Page

VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.
VT 005 404 364
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.

RESEARCH COORDINATION CONFERENCE ON AGRICULTURAL OCCUPATIONS
VT 000 346 268
Guidelines for Pilot Programs in Agricultural Education.

RESEARCH DESIGN
VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.
VT 003 614 320
Some Statistical Correlates in Industrial Graphics.

RESEARCH METHODOLOGY
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.
VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.

RESEARCH NEEDS
VT 001 956 274
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.
VT 002 241 ED 019 433 358
Research Needed in Florida Business Education.
VT 005 029 289
Wingspread Conference on Fire Service Administration.
VT 005 190 ED 020 410 363
Research Needs in Vocational-Technical Education.

RESEARCH PROJECTS
VT 002 551 343
Project REDY.
VT 003 632 392
RCU Research and Study Projects.
VT 003 781 321
Inventory of Manpower Research Projects in Indiana. Number 2.
VT 004 185 392
RCU Research and Study Projects.
VT 004 923 393
Bibliography of Selected Research in the Field of Occupational Education.
VT 005 146 ED 019 495 363
Research Report, 1966-1967.
VT 005 596 ED 019 515 297
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.

RESEARCH PROPOSALS
VT 004 856 362
Guidelines for Submitting Occupational Research and Development Proposals.

RESEARCH REVIEWS (PUBLICATIONS)
VT 001 389 ED 020 302 392
Research Visibility, 1967-1968, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.
VT 005 146 ED 019 495 363
Research Report, 1966-1967.

Page

RESOURCE CENTERS
VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.

RESOURCE UNITS
VT 004 608 351
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

RESOURCES
VT 003 675 320
An Action Program for Industrial Progress in Idaho.

RICHMOND PRETECHNICAL PROGRAM
VT 004 376 ED 020 326 283
New Directions in Vocational Education.

ROLE PERCEPTION
VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.
VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

RURAL AREAS
VT 000 552 306
A Case Study in Trade-Area Development.
VT 003 311 316
Smaller Communities Program.

RURAL POPULATION
VT 000 666 307
A Case Study in Trade-Area Development, A Statistical Supplement.

RURAL SCHOOLS
VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.

RURAL URBAN DIFFERENCES
VT 003 589 320
Occupational Opportunities for Rural Youth.

RURAL YOUTH
VT 002 551 343
Project REDY.
VT 003 589 320
Occupational Opportunities for Rural Youth.

SALES OCCUPATIONS
VT 003 412 317
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.

SCHEDULING
VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

SCHOOL DISTRICTS
VT 002 885 ED 016 800 278
The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.

Page

SCHOOL INDUSTRY RELATIONSHIP
VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

SCHOOL LOCATION
VT 004 108 ED 021 052 337
An Operations Research Model for Locating Area Vocational Schools.

SCHOOL ORGANIZATION
VT 003 059 386
Home Economics in the Junior High School.
VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

SCHOOL PERSONNEL
VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.

SCHOOL PLANNING
VT 001 019 336
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.
VT 002 328 337
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.
VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.
VT 005 419 ED 022 031 339
Seminar on Shop and Laboratory Planning for Vocational Education.

SCHOOL SAFETY
VT 001 208 336
National Standard School Shop Safety Inspection Check List.

SCHOOL SHOPS
VT 001 208 336
National Standard School Shop Safety Inspection Check List.
VT 005 419 ED 022 031 339
Seminar on Shop and Laboratory Planning for Vocational Education.

SCHOOL SURVEYS
VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

SCIENTIFIC METHODOLOGY
VT 003 093 386
Experimentation in the Teaching of Foods.

SEAMSTRESSES
VT 003 999 ED 019 470 351
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

SECONDARY SCHOOL COUNSELORS
VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.

SECONDARY SCHOOL STUDENTS
VT 003 763 368
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

Page

SECONDARY SCHOOLS
VT 003 446 337
The Setting for the Home Economics Program at the Secondary Level--A New Look.
VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

SECRETARIES
VT 004 409 351
Research and Development of Materials for Secretarial Training Courses in the Specialized Field of Legal, Medical, Technical.
VT 005 720 ED 020 439 304
Scientific Secretary Training Program Development.

SELECTION
VT 004 863 ED 018 660 352
Using Programed Instruction in Occupational Education.

SELF EVALUATION
VT 001 197 328
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.
VT 005 194 ED 018 666 333
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.

SEMANTICS
VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

SEMINAR FOR HOME ECONOMICS LEADERS
VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.
VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.

SEMINAR ON MANPOWER POLICY AND PROGRAM
VT 003 307 ED 018 627 280
University Perspectives on Manpower.

SEMINARS
VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.
VT 002 137 ED 018 609 275
Leadership Development Seminar, Vocational-Technical Education. Final Report.
VT 002 432 330
Evaluation Results for Leadership Development Seminars I, II, III.
VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.
VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.

Page

VT 005 419 ED 022 031 339
Seminar on Shop and Laboratory Planning for Vocational Education.
VT 005 451 ED 020 423 381
Readings in Distributive Education.
VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.
VT 005 710 ED 019 520 372
Proceedings, National Seminar on Vocational Guidance.

SERVICE OCCUPATIONS
VT 003 412 317
Trends in Distribution, Services and Transportation, with Particular Reference to the State of Washington.

SHELTERED WORKSHOPS
VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.

SKILL DEVELOPMENT
VT 005 453 ED 019 499 389
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.

SKILLED OCCUPATIONS
VT 002 477 276
Essays on Apprenticeship.
VT 003 223 ED 018 615 315
Human Resource Development in the Province of Ontario.

SMALL SCHOOLS
VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.

SMALLER COMMUNITIES PROGRAM
VT 003 311 316
Smaller Communities Program.

SOCIAL CHANGE
VT 000 552 306
A Case Study in Trade-Area Development.

SOCIAL SERVICES
VT 004 214 ED 018 648 321
Implementing Nonprofessional Programs in Human Services.

SOCIAL STATUS
VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.
VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.
VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.

Page

SOUTHERN CONFERENCE ON OCCUPATIONAL EDUCATION
VT 003 236 ED 018 617 279
We Shall Not Rest.

SOUTHERN STATES
VT 003 236 ED 018 617 279
We Shall Not Rest.
VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

SPEECHES
VT 000 076 358
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.
VT 000 206 268
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.
VT 000 207 268
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.
VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.
VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.
VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture. Objective 5.
VT 003 307 ED 018 627 280
University Perspectives on Manpower.
VT 003 411 ED 019 466 356
New Directions for Industrial Arts.
VT 005 048 290
Crisis in the Fire Service.
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.
VT 005 193 ED 017 742 293
Information Systems.
VT 005 451 ED 020 423 381
Readings in Distributive Education.

STAFF IMPROVEMENT
VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.

STANDARDIZED TESTS
VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

STANDARDS
VT 001 208 336
National Standard School Shop Safety Inspection Check List.

STATE ACTION
VT 003 675 320
An Action Program for Industrial Progress in Idaho.

Page

STATE DEPARTMENTS OF EDUCATION
VT 003 247 331
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

STATE PROGRAMS
VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.
VT 001 664 273
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.
VT 001 921 ED 019 419 350
Guidelines for State Vocational Agriculture Curriculum Materials Services.
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
VT 002 840 277
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.
VT 003 594 359
Technical Progress Report. September 1-November 30, 1967.
VT 003 690 359
First Annual Report of the Michigan RCU.
VT 004 199 360
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.
VT 004 604 284
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.
VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.
VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.
VT 004 758 ED 018 658 361
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.
VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.
VT 004 998 345
State Committee on Seasonal Agricultural Labor.
VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.
VT 005 046 332
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.
VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.

Page

VT 005 404 364
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.
VT 005 420 ED 017 744 347
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.

STATE STANDARDS
VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.
VT 005 408 339
Practical Nursing Facilities.

STATE SUPERVISORS
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.

STATE SURVEYS
VT 001 245 374
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.
VT 003 250 316
What Happens to the Long-Term Unemployed.
VT 005 144 291
A Study of Technical Education in California.
VT 005 198 293
A Preliminary Study of Kansas Area Vocational-Technical Schools.
VT 004 961 288
The Illinois Study Commission on Nursing Report of a 1966-1967 Project to Assess Illinois' Nursing Resources and Needs.

STATISTICAL ANALYSIS
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.
VT 003 614 320
Some Statistical Correlates in Industrial Graphics.

STATISTICAL DATA
VT 001 863 ED 017 655 342
Disabilities in Oklahoma--Estimates and Projections.

STENOGRAPHERS
VT 001 129 309
Training Needs Survey--Legal Stenographer.

STENOGRAPHY
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

STRUCTURAL ANALYSIS
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.

STUDENT ATTITUDES
VT 004 046 369
The Migration Aspiration of North Dakota Senior Males.
VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.
VT 005 131 ED 018 663 346
Boost--Business and Office Education Student Training.

Page

STUDENT CHARACTERISTICS
VT 001 248 366
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.

STUDENT ENROLLMENT
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.
VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.
VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.
VT 001 615 272
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.
VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.

STUDENT EVALUATION
VT 004 937 ED 019 492 332
Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume 1.

STUDENT INTERESTS
VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.
VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.

STUDENT MOTIVATION
VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

STUDENT NEEDS
VT 004 395 ED 017 685 302
Curricular Needs of North Bay Schools.
VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.

STUDENT OPINION
VT 004 009 369
The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.

STUDENT TEACHERS
VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.

STUDY GUIDES
VT 005 277 ED 018 671 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.

SUBPROFESSIONALS
VT 001 213 309
Science and Engineering Technician Study.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.

SUBJECT AND IDENTIFIER INDEX

Page

VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.

SUMMER INSTITUTE FOR THE IMPROVEMENT OF TECHNICAL TEACHER EDUCATION PROGRAMS
VT 004 935 ED 018 661 361
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.

SUMMER INSTITUTES
VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.
VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.
VT 004 200 ED 016 113 378
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.
VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.
VT 005 479 ED 020 425 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.
VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.

SUMMER WORKSHOPS
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

SUPERIOR STUDENTS
VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.

SUPERVISED FARM PRACTICE
VT 000 580 269
Cooperative, Supervised, Part-Time Occupational Educational Program in Agriculture.

SURGICAL TECHNICIANS
VT 005 512 ED 019 509 303
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.

SYSTEMS APPROACH
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

SYSTEMS NETWORKS ANALYSIS PROCESS
VT 002 709 ED 020 317 355
The "Orchestrated System" Approach to Industrial Education.

TAPE RECORDINGS
VT 005 195 ED 018 667 352
Programmed Shorthand Laboratory for Skill Development.

TAXONOMY OF EDUCATIONAL OBJECTIVES
VT 004 395 ED 017 685 302
Curricular Needs of North Bay Schools.

Page

TEACHER AIDES
VT 005 634 ED 020 432 383
Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

TEACHER ATTITUDES
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.
VT 001 832 375
Attitudes Toward Groups and Families.
VT 002 241 ED 019 433 358
Research Needed in Florida Business Education.

TEACHER BACKGROUND
VT 001 831 375
Interest in Teaching Home Economics.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.

TEACHER BEHAVIOR
VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.
VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

TEACHER CHARACTERISTICS
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.
VT 001 832 375
Attitudes Toward Groups and Families.
VT 002 919 377
What Makes A Master Teacher.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.
VT 004 703 286
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.

TEACHER EDUCATION
VT 000 936 ED 018 553 374
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.
VT 001 990 ED 019 426 375
A Community Approach to Student Teaching.
VT 002 322 376
Vocational Teacher Education.
VT 002 689 377
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.
VT 003 246 377
How to Train Workers on the Job.
VT 003 411 ED 019 466 356
New Directions for Industrial Arts.
VT 004 200 ED 016 113 378
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

Page

VT 004 416 ED 019 476 379
Pre-Service Education of Office Occupations Teachers.
VT 004 935 ED 018 661 361
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.
VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.
VT 005 045 ED 017 735 380
A Survey of the Need for Pre-School Teacher Training.
VT 005 276 ED 018 670 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.
VT 005 277 ED 018 671 381
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.
VT 005 451 ED 020 423 381
Readings in Distributive Education.
VT 005 479 ED 020 425 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.
VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.
VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.
VT 005 556 ED 020 427 382
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.
VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.

TEACHER EDUCATION CURRICULUM
VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.

TEACHER EDUCATORS
VT 001 855 ED 019 412 355
A Philosophy of Distributive Education.
VT 003 246 377
How to Train Workers on the Job.
VT 005 479 ED 020 425 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.

TEACHER EVALUATION
VT 001 241 328
Industrial Arts Education in Escambia County.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.
VT 004 756 ED 019 477 379
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.

SUBJECT AND IDENTIFIER INDEX

Page

TEACHER EXPERIENCE
VT 001 830 374
Attitudes of Home Economics Teachers Toward Children.

TEACHER QUALIFICATIONS
VT 000 218 374
The Role of Teacher Education Institutions.
VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.
VT 006 458 383
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.

TEACHER ROLE
VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.
VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

TEACHER SELECTION
VT 003 254 ED 015 261 378
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.

TEACHER SHORTAGE
VT 003 251 ED 018 619 377
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.

TEACHER SUPPLY AND DEMAND
VT 003 251 ED 018 619 377
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.
VT 006 458 383
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.

TEACHER WORKSHOPS
VT 004 807 287
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.

TEACHING GUIDES
VT 002 503 343
Pennies Grow on Plans.
VT 005 131 ED 018 663 346
Boost--Business and Office Education Student Training.

TEACHING METHODS
VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

Page

VT 005 451 ED 020 423 381
Readings in Distributive Education.
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.

TEACHING PROCEDURES
VT 005 429 388
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

TEACHING TECHNIQUES
VT 003 059 386
Home Economics in the Junior High School.
VT 004 673 387
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

TECHNICAL EDUCATION
VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.
VT 000 560 306
Technical and Semi-Professional Occupational Survey.
VT 000 588 270
Will We Be Prepared.
VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.
VT 001 664 273
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.
VT 001 781 300
A Guide for Curriculum Development for Educating Agricultural Technicians.
VT 002 277 276
Ford Foundation Grants in Vocational Education.
VT 002 395 ED 019 442 367
Experimental Summer Program for High School Seniors and Faculty.
VT 002 708 367
Technical-Vocational Education at Diablo Valley College.
VT 002 917 ED 017 673 278
Guidelines for Vocational-Technical Programs.
VT 003 590 281
The Federal Government's Role in the Training of Technicians.
VT 003 701 ED 013 098 281
Developments in Technical and Vocational Education.
VT 004 406 ED 017 687 379
Professional Competencies of Teachers of Technical Education in Florida.
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.
VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.
VT 004 935 ED 018 661 379
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.

Page

VT 004 936 ED 017 729 380
A Summer Institute for the Improvement of Technical Teacher Education Programs.
VT 005 022 ED 020 400 289
Education and Training of Technicians.
VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.
VT 005 047 393
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas--1960-1967.
VT 005 130 290
Technician Training Beyond the High School.
VT 005 144 291
A Study of Technical Education in California.
VT 005 158 292
Instructional Codes and Titles.
VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.
VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15, 1968.
VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.
VT 005 502 ED 019 505 382
Community College Health Careers Project Phase II.
VT 005 508 295
A Bibliography on Technical Education.
VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.
VT 005 777 390
The Education and Employment of Technicians.
VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.
VT 006 926 ED 022 065 393
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.
VT 007 213 ED 022 970 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

TECHNICAL INSTITUTES
VT 000 595 270
Mapping Your Occupational Training in the State of Washington.

TECHNICAL OCCUPATIONS
VT 005 022 ED 020 400 289
Education and Training of Technicians.

TECHNOLOGICAL ADVANCEMENT
VT 000 795 308
Labour and Automation.

TEST CONSTRUCTION
VT 001 204 328
A Guide for Conducting Classroom Tests in Business Arithmetic.

SUBJECT AND IDENTIFIER INDEX

Page

VT 003 205 ED 018 613 330
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.
VT 003 315 ED 018 629 331
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.
VT 005 199 ED 018 668 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.
VT 005 200 ED 018 669 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

TESTING
VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

TESTING PROBLEMS
VT 002 942 ED 016 068 315
Equal Employment Opportunities.

TESTING PROGRAMS
VT 001 435 ED 018 574 328
Survey of Currently Employed Nurse Aides in Chicago.
VT 002 313 ED 019 437 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

TESTS
VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.

THESAURI
VT 002 942 ED 016 068 315
Equal Employment Opportunities.

TRADE AND INDUSTRIAL EDUCATION
VT 000 595 270
Mapping Your Occupational Training in the State of Washington.
VT 001 252 272
A Report on the Present Status of Trade and Technical Education in Pennsylvania.
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.
VT 002 313 ED 019 437 330
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.
VT 002 356 ED 014 554 300
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.
VT 002 477 276
Essays on Apprenticeship.
VT 002 821 ED 016 794 314
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.

Page

VT 003 205 ED 018 613 330
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.
VT 003 254 ED 015 261 378
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.
VT 003 315 ED 018 629 331
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.
VT 004 054 282
Part-Time Cooperative Industrial Education.
VT 005 199 ED 018 668 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.
VT 005 200 ED 018 669 333
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

TRADE AND INDUSTRIAL TEACHERS
VT 002 919 377
What Makes a Master Teacher.

TRANSPARENCIES
VT 004 780 ED 017 722 352
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.

TRANSPORTATION
VT 003 412 317
Trends in Distribution, Services and Transportation, with Particular Reference to the State of Washington.

TYPEWRITING
VT 005 538 ED 019 510 389
Effects of Interval Pacing on the Acquisition of Typewriting Skill.

UNEMPLOYED
VT 003 232 ED 018 616 331
Expanding Employability in Ontario.
VT 003 250 316
What Happens to the Long-Term Unemployed.
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.

UNEMPLOYMENT
VT 003 564 ED 018 633 318
Automation and Unemployment.

UNITED STATES OFFICE OF EDUCATION
VT 005 160 ED 017 741 292
Innovative Methods for Studying Innovation in Education.
VT 005 193 ED 017 742 293
Information Systems.

Page

UNITS OF STUDY (SUBJECT FIELDS)
VT 002 503 343
Pennies Grow on Plans.

UNIVERSITIES
VT 003 307 ED 018 627 280
University Perspectives on Manpower.
VT 004 614 285
Department of Agricultural Education. Annual Report.

URBAN DROPOUTS
VT 005 414 ED 019 498 347
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.

URBAN YOUTH
VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.

VOCABULARY
VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

VOCATIONAL ADJUSTMENT
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.

VOCATIONAL AGRICULTURE
VT 000 422 354
Objectives for Vocational and Technical Education in Agriculture. Objective 2.
VT 000 430 354
Objectives for Vocational and Technical Education in Agriculture. Objective 3.
VT 000 433 354
Objectives for Vocational and Technical Education in Agriculture. Objective 4.
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture. Objective 5.
VT 000 478 326
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.
VT 000 580 269
Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.
VT 000 662 326
A Guide for the Review of a Program in Agricultural Education.
VT 000 919 327
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.
VT 001 019 336
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.
VT 001 197 328
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.

Page

VT 001 305 ED 019 397 386
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

VT 001 648 272
Vocational Agriculture in the Next Five Years 1963-1968.

VT 001 677 273
The Ohio Manual of Operation for Vocational Agriculture Education.

VT 001 691 273
Essentials and Requirements of a Vocational Agriculture Program.

VT 001 705 274
A Five Year Plan for a Department of Vocational Agriculture.

VT 001 917 274
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.

VT 001 965 336
Buildings, Equipment, and Facilities for Vocational Agriculture Education.

VT 002 016 ED 019 427 311
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.

VT 002 548 ED 019 454 313
Agriculture is More Than Farming.

VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.

VT 002 840 277
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.

VT 002 845 277
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).

VT 003 276 ED 018 620 368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

VT 003 567 319
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

VT 003 703 ED 016 025 320
Study of Agriculturally Related Occupations in Selected Counties in Idaho.

VT 004 193 ED 016 846 378
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.

VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.

VT 004 552 387
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

VT 004 649 323
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.

Page

VT 004 721 323
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.

VT 004 733 ED 020 375 286
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.

VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

VT 004 780 ED 017 722 352
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.

VT 004 910 323
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.

VT 005 024 338
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.

VT 005 091 ED 019 494 371
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.

VT 005 288 339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.

VT 005 721 ED 020 440 298
Demonstration Center at Reidland High School.

VOCATIONAL AGRICULTURE TEACHERS

VT 002 620 276
Summary of the Annual State Conference for Teachers of Vocational Agriculture.

VT 003 251 ED 018 619 377
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.

VT 004 270 301
Illinois Agricultural Education Curriculum Research Project.

VT 004 736 ED 020 378 370
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

VOCATIONAL APTITUDE

VT 004 454 ED 017 689 302
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.

VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

VOCATIONAL COUNSELING

VT 005 648 ED 019 517 372
Summer Institutes for Vocational Counseling and Guidance Personnel.

VOCATIONAL EDUCATION

VT 000 076 358
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.

Page

VT 000 553 269
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.

VT 000 588 270
Will We Be Prepared.

VT 000 664 270
Development of a Master Plan for Vocational Education in the State of Georgia.

VT 000 794 271
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.

VT 000 809 271
Report on the Need for Vocational Technical Schools in Nebraska.

VT 001 209 271
Training Needs in Central Kentucky, Student Interest and Availability.

VT 001 237 358
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.

VT 001 382 328
A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

VT 001 389 ED 020 302 392
Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.

VT 001 701 273
Manual of Operation for Vocational Education Programs in Missouri.

VT 001 908 ED 019 416 355
Vocational Education for American Youth.

VT 001 913 ED 019 418 366
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.

VT 002 105 ED 018 608 275
Leadership Development Seminar, Vocational-Technical Education.

VT 002 137 ED 018 609 275
Leadership Development Seminar, Vocational-Technical Education. Final Report.

VT 002 230 275
The Work-Study Program Under the Vocational Education Act of 1963.

VT 002 266 ED 020 311 300
Curriculum Relevancy and Work.

VT 002 277 276
Ford Foundation Grants in Vocational Education.

VT 002 305 ED 019 435 337
Technology-Resource Center for Vocational-Technical Education.

VT 002 322 376
Vocational Teacher Education.

VT 002 355 312
Job Training Suggestions for Women and Girls.

VT 002 432 330
Evaluation Results for Leadership Development Seminars I, II, III,

VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.

VT 002 551 343
Project REDY.

VT 002 631 ED 019 460 313
Proceedings of the Governor's Conference on Manpower Training.

Page

VT 002 708 367
Technical-Vocational Education at Diablo Valley College.
VT 002 746 358
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.
VT 002 885 ED 016 800 278
The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.
VT 003 201 ED 018 612 350
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.
VT 003 222 279
Region II Vocational Education.
VT 003 236 ED 018 617 279
We Shall Not Rest.
VT 003 247 331
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.
VT 003 263 279
Seminar on Planning Developmental and Related Programs in Occupational Education.
VT 003 403 316
Vocational Curricula in Michigan.
VT 003 519 ED 016 817 280
Occupation Education Requirements Analysis.
VT 003 594 359
Technical Progress Report. September 1-November 30, 1967.
VT 003 632 392
RCU Research and Study Projects.
VT 003 690 359
First Annual Report of the Michigan RCU.
VT 003 708 359
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.
VT 003 718 321
A Study of the Vocational Education Needs in Josephine County, Oregon.
VT 003 888 ED 018 645 281
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.
VT 004 017 282
Summer Technical Training Programs at Kirkman Technical High.
VT 004 045 331
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.
VT 004 185 392
RCU Research and Study Projects.
VT 004 191 ED 020 323 345
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.
VT 004 194 ED 019 472 282
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.
VT 004 199 360
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

Page

VT 004 386 ED 017 684 360
Annual Report, November 1967.
VT 004 363 302
A Behavioral View of Vocational-Technical Education.
VT 004 376 ED 020 326 283
New Directions in Vocational Education.
VT 004 422 ED 020 328 283
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.
VT 004 488 ED 016 863 360
Annual Report, November 1966.
VT 004 492 361
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.
VT 004 604 284
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.
VT 004 630 ED 018 656 286
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.
VT 004 650 393
An Illinois Inventory of Research and Studies in Vocational Education.
VT 004 661 361
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.
VT 004 681 ED 018 657 286
Changing the Contexts in Which Occupational Education Takes Place.
VT 004 758 ED 018 658 361
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.
VT 004 762 ED 018 659 361
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.
VT 004 788 287
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.
VT 004 856 362
Guidelines for Submitting Occupational Research and Development Proposals.
VT 004 863 ED 018 660 352
Using Programmed Instruction in Occupational Education.
VT 004 918 ED 020 395 288
Occupational Education Beyond the High School in Oklahoma.
VT 004 923 393
Bibliography of Selected Research in the Field of Occupational Education.
VT 004 987 288
A Proposal for Redirecting Programs of Vocational Education in North Carolina.
VT 005 041 ED 017 733 289
Occupational Education--Planning and Programming, Volume One.
VT 005 042 ED 017 734 290
Occupational Education--Planning and Programming, Volume Two.

Page

VT 005 043 ED 019 493 362
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.
VT 005 044 362
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.
VT 005 046 332
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.
VT 005 047 393
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas--1960-1967.
VT 005 146 ED 019 495 363
Research Report, 1966-1967.
VT 005 158 292
Instructional Codes and Titles.
VT 005 163 ED 020 406 363
Annual Report, November 1965.
VT 005 183 ED 018 664 292
Colorado Master Plan for Community Colleges and Occupational Education.
VT 005 190 ED 020 410 363
Research Needs in Vocational-Technical Education.
VT 005 284 ED 020 415 364
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15, 1968.
VT 005 285 ED 020 416 364
Special Project for Research Training in Vocational Education.
VT 005 404 364
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.
VT 005 419 ED 022 031 339
Seminar on Shop and Laboratory Planning for Vocational Education.
VT 005 420 ED 017 744 347
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.
VT 005 466 ED 020 424 294
A Design for Large Scale Training of Subprofessionals.
VT 005 474 ED 018 675 371
Research Visibility. Vocational Education Is Service--Vocational Guidance.
VT 005 479 ED 020 425 381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.
VT 005 552 ED 019 513 296
Shared Time (Dual Enrollment) Concept for Area Vocational Education Programs.
VT 005 569 ED 019 514 296
Directory, Programs of Vocational Education in the United States.
VT 005 596 ED 019 515 297
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.
VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

Page

VT 005 627 ED 020 431 383
Vocational-Technical Teacher Education--National Seminar Proceedings.
VT 005 653 ED 019 518 347
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.
VT 005 654 ED 019 519 298
Project Challenge.
VT 005 871 298
The Role of Advisory Committees in Vocational-Technical Education.
VT 005 952 372
The Choice of Vocational Education as an Educational Opportunity.
VT 006 926 ED 022 065 393
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.
VT 007 213 ED 022 970 393
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

VOCATIONAL EDUCATION TEACHERS
VT 001 245 374
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.
VT 002 291 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.
VT 002 292 376
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.
VT 004 756 ED 019 477 379
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.
VT 004 991 380
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.
VT 006 458 383
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.

VOCATIONAL EDUCATION TEST BATTERY
VT 004 456 ED 017 691 332
Test Administrator's Manual for the Vocational Education Test Battery.

VOCATIONAL FOLLOWUP
VT 000 565 ED 018 542 326
Occupations of Former Vocational Agriculture Students in the State of Washington.
VT 001 247 ED 017 647 342
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.
VT 001 551 ED 018 589 329
Young Women in Virginia.
VT 002 156 329
A Follow-Up Study of Vocational Students at North Idaho Junior College.
VT 002 845 277
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).

Page

VT 003 237 367
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

VOCATIONAL HIGH SCHOOLS
VT 005 598 ED 019 516 297
An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.

VOCATIONAL INTERESTS
VT 001 831 375
Interest in Teaching Home Economics.
VT 002 921 278
A Look at Education for Work in the Omaha Public Schools.

VOCATIONAL REHABILITATION
VT 002 195 343
A Study of Vocational Training for Mentally and Physically Handicapped.

VOCATIONAL TRAINING CENTERS
VT 005 023 345
State Plan for Workshops and Rehabilitation Facilities.

WAGES
VT 002 452 ED 019 447 312
Earnings Mobility of MDTA Trainees.

WHITE COLLAR OCCUPATIONS
VT 002 247 ED 019 434 311
Job Briefs, Selected Federal Jobs.

WOMENS EDUCATION
VT 002 355 312
Job Training Suggestions for Women and Girls.
VT 003 698 344
Education and a Woman's Life.

WORK ATTITUDES
VT 000 466 353
Objectives for Vocational and Technical Education in Agriculture. Objective 5.
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.
VT 005 028 324
Motivation of Domestic Seasonal Farm Workers.

WORK ENVIRONMENT
VT 005 028 324
Motivation of Domestic Seasonal Farm Workers.

WORK EXPERIENCE
VT 003 767 368
Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

WORK EXPERIENCE PROGRAMS
VT 000 668 342
Occupational Work Experience Program.
VT 001 804 ED 019 403 310
The Significance of Work Experience in Adolescent Development.
VT 002 648 344
Occupational Exploration Program Manual of Operations.

Page

WORK STUDY PROGRAMS
VT 001 804 ED 019 403 310
The Significance of Work Experience in Adolescent Development.
VT 002 230 275
The Work-Study Program Under the Vocational Education Act of 1963.
VT 002 277 276
Ford Foundation Grants in Vocational Education.
VT 005 503 ED 019 506 382
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.

WORKING WOMEN
VT 003 698 344
Education and a Woman's Life.

WORKSHOPS
VT 001 470 366
Completion Report on Guidance Counselors Workshops in Health Careers.
VT 005 521 ED 020 426 304
Associate Degree Nursing Program Workshop.
VT 005 522 295
Proceedings, Associate Degree Workshop.

YOUNG FARMER ASSOCIATION
VT 000 527 269
Manual for Young and Adult Farmer Programs.

YOUNG FARMER EDUCATION
VT 000 527 269
Manual for Young and Adult Farmer Programs.

YOUTH
VT 004 753 ED 020 380 370
A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.
VT 004 754 ED 020 381 370
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.
VT 004 755 ED 020 382 371
A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.

YOUTH AGENCIES
VT 005 051 346
The Colorado Story, Volume II.
VT 005 052 346
The Colorado Story.

YOUTH CLUBS
VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

YOUTH OPINION QUESTIONNAIRE
VT 001 480 ED 018 582 329
Development and Administration of the Youth Opinion Questionnaire.

YOUTH OPPORTUNITY CENTERS
VT 005 051 346
The Colorado Story, Volume II.
VT 005 052 346
The Colorado Story.

YOUTH PROGRAMS
VT 004 613 ED 020 351 303
Adapting the FFA to a Changing Program of Vocational Agriculture.

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THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

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no.	name of publication	cost	ERIC system*
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2	The Demand for and Selected Sources of Teachers in Vocational and Technical Education, State Directory. January 1967. 31 + 51 p.	o	ED 012 331 Dec. '67 RIE
3	Research and Development Priorities in Technical Education. May 1967. 34 p.	o	ED 013 888 Mar. '68 RIE
4	Review and Synthesis of Research in Agricultural Education. August 1966. 140 p.	1.50	ED 011 562 Oct. '67 RIE
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6	Review and Synthesis of Research in Distributive Education. August 1966. 212 p.	o	ED 011 565 Oct. '67 RIE
7	Review and Synthesis of Research in Home Economics Education. August 1966. 104 p.	o	ED 011 563 Oct. '67 RIE
8	Review and Synthesis of Research in Industrial Arts Education. August 1966. 88 p.	o	ED 011 564 Oct. '67 RIE
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